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ABSTRACT

This guide features information about the latest initiatives by the U.S. Department of Education, an update on specific programs for schools and teachers, and a list of services and resources, both at the Department's headquarters in Washington, DC, and nationwide. Introductory pages provide information on nine of the Department's latest initiatives, with details on the teaching initiative and a summary page on each of the others. Other sections discuss the Department of Education's grant programs and other services that may interest teachers. A Services and Resources section describes the Department's services and the various offices that are responsible for them. This section also lists federal Internet resources on education, which may be useful for teachers who use the Internet in their classrooms. The next section presents the range of regional and field-based resources that the Department of Education funds through grants or contracts. The final section presents clearinghouses that are funded by the Department of Education which may be of interest to teachers. (SM)

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The Teacher's Guide to the U.S. Department of Education

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The Teacher's Guide to the U.S. Department of Education

September 2000

U.S. Department of Education
Office of the Secretary

U.S. Department of Education
Richard W. Riley
Secretary

Office of the Secretary
Therese Knecht Dozier
Senior Advisor on Teaching

September 2000

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Foreword

Dear Colleague:

The mission of the U.S. Department of Education is to "ensure equal access to education and to promote educational excellence throughout the nation." To achieve this mission, the Department must remain consistently responsive to, and supportive of, classroom teachers. Policy-makers also must work in close partnership with practitioners who know the education system intimately and understand the type of support teachers want and need.

For this reason, Secretary Riley recently appointed me, a veteran teacher, to be his senior advisor. He felt it was critical to have a classroom teacher on his immediate staff to serve as a "reality check" regarding the Department's policies, programs and legislation. I am excited to work for an administration that values teachers so highly. My position allows me to reach out to all of you in the teaching profession and share your insights with the Department. Your opinions assist the Department as it plans and provides services to support schools.

The *Teacher's Guide to the U.S. Department of Education* features information about the latest Department initiatives, an update on specific programs for schools and teachers, and a list of services and resources—both at the Department's headquarters here in Washington, D.C., and nationwide.

To accomplish this, the guide's introductory pages provide information on nine of the Department's latest initiatives, with details on the teaching initiative and a summary page on each of the others. As you continue reading, you'll learn about the Department's grant programs and other services that may interest teachers.

The "Services and Resources" section of the book describes our services and the various offices responsible for them. This section also lists federal Internet resources on education, which may be useful for teachers who use the Internet in their classrooms. The final section of the book presents the range of regional and field-based resources that the Department funds through grants or contracts.

By producing this guide, the Department strives to make more teachers aware of many services it offers them and the ways to access these services. The guide is like a road map—directing teachers to areas of interest, making those areas accessible, and citing referrals for specific needs or questions. I hope you will find it helpful.

Sincerely,

Therese Knecht Dozier
Senior Advisor on Teaching

Introduction: Teaching—A National Priority

In President Clinton's 1997 State of the Union address, he made his top priority improving education in America. As a result, the U.S. Department of Education is implementing a number of new initiatives that will enhance the nation's efforts to improve student achievement. These initiatives are summarized on the following pages.

Educators, policy-makers, and legislators have become increasingly aware that our nation's goals for student learning depend on high-quality teaching in all our schools. As states and local communities focus on raising standards for students, ensuring excellence in teaching is the necessary next step. If all children are to learn to high standards, then all educators need the capacity and support to teach to those high standards.

No success can come from efforts to increase student achievement without caring and competent teachers in our classrooms. Higher standards, stronger accountability systems, increased use of technology, and smaller classes—all rely on the presence of an excellent teaching corps.

For this reason, one of the Department's priorities is ensuring that there is a talented, dedicated, and well-prepared teacher in every classroom in the nation.

New and Expanded Initiatives

Teacher Quality Enhancement Program

Preparing Tomorrow's Teachers to Use Technology

Class Size Reduction Initiative

Reading Excellence Act

Learning Anytime Anywhere Partnerships

21st Century Community Learning Centers

GEAR UP

Bilingual Education Professional Development

Indian Education Professional Development

(See pages 8-16 to read about these initiatives.)

The Challenge

Many efforts are under way to improve teaching in America. However, much work remains to be done. Statistics from the National Center for Education Statistics (NCES) and the 1996 report by the National Commission on Teaching and America's Future show that we have a long way to go to ensure that this priority is met. NCES and the commission point to a number of distressing trends in American teaching. Their findings include the following:

- American schools will need to hire more than 2 million teachers in the next decade due to increased student enrollment and the need to replace teachers who retire or otherwise leave the profession.

- Nationwide shortages of qualified teachers exist in certain subject areas, including mathematics, science, bilingual and special education, and foreign languages. High-poverty schools have the greatest difficulties hiring qualified teachers for their classrooms.

- Only 13 percent of our nation's teachers are ethnic minorities, while 36 percent of their students are. No such faculty members are employed in over 40 percent of U.S. schools.

- New teacher turnover is a national problem. Twenty-two percent of new teachers leave the profession in their first three years, due in part to inadequate preparation and a "sink or swim" approach to induction. New teachers are not receiving the support they need and deserve.

- Standards for entering the teaching profession are often low, and states routinely waive them. Although no state will permit a person to write wills, practice medicine, or fix plumbing without having met the basic requirements of completing training and passing an examination, more than 40 states allow districts to hire teachers who have not met their basic requirements.

- More than 30 percent of new teachers are not fully certified to teach when they begin their careers.

- Because teachers are often misassigned, 13 percent of all secondary teachers of core academic subjects do not have even a minor in the subjects they are teaching. This lack of preparation is true of 22 percent of the teachers in schools with high percentages of low-income students.

- Teachers do not receive the support and ongoing learning opportunities they need. Four out of five teachers say they do not feel "very well prepared" for the realities of today's classrooms—addressing the needs of diverse students and those with special needs, integrating technology into their instruction, and teaching to challenging standards.

Meeting the Challenge

The U.S. Department of Education is working aggressively to improve teaching in America's schools and has organized its efforts around the strategies below.

Recruiting and Supporting New Teachers

Over the next decade, the nation's schools will need to hire 2.2 million teachers; more than half will be newcomers. The resulting teacher turnover will provide the nation with an opportunity to improve its recruitment and preparation of new teachers. New teachers need to be well prepared to teach all students to the highest standards, even as classrooms grow more challenging and diverse. The administration has put in place or proposed the following programs to strengthen the preparation and recruitment of new teachers.

- The *Teacher Quality Enhancement Grant* programs in Title II of the Higher Education Act support comprehensive reforms in state policies; partnerships between higher education institutions (including schools of arts and sciences) and high-need school districts (to improve teacher education programs); and state and local efforts to recruit qualified teachers for high-need schools. A high-need local education agency is a public school district that serves an elementary or secondary school located in an area that has one or more of the following: (1) a high percentage of individuals from families with incomes below the poverty line; (2) a high percentage of secondary school teachers who are not teaching in the content area in which they were trained to teach; or (3) a high teacher turnover rate.

- *Preparing Tomorrow's Teachers to Use Technology* provides grants to build the capacity of higher education institutions to ensure that new teachers are prepared to integrate technology effectively into the curriculum.

- *A Contextual Teaching and Learning Project* is studying, designing and disseminating teacher preparation and professional development models that prepare teachers to help students make connections between what they learn and its value both in and beyond school.

- *A National Job Bank and Clearinghouse on Teacher Recruitment* links teachers with the schools that need them and shares information on successful teacher recruitment programs and policies.

- *A National Awards Program for Effective Teacher Preparation* is a new awards program for effective teacher preparation programs developed by the Department. Applicants will be asked to provide evidence that their programs are successful in preparing teachers to increase student achievement.

Strengthening Standards in the Profession

States and districts need to put in place standards and assessments that reflect the increasing knowledge and skills that teaching demands. We must encourage more rigorous state and local systems of accountability and standards for teacher licensing.

- The *National Board for Professional Teaching Standards,* with funding from the Department, is working to develop assessments and to increase the number of highly accomplished teachers certified by the National Board.

- The *Interstate New Teacher Assessment and Support Consortium* receives Department funding for developing standards for initial teacher licensure for general and special educators.

Improving Professional Development

Research indicates that teachers' knowledge and skills make a crucial difference in how well students learn. Research also demonstrates the value of intensive high-quality professional development that is sustained, collaborative and content-based. As we demand more and more from our nation's teachers, we must ensure that they have ongoing opportunities to learn and to improve their teaching.

The Department established a Professional Development Team in 1994 to carry out an important mission: to prepare and support educators to help *all* students achieve to high standards of learning and development. What are the qualities of the Professional Development Team members?

- They focus on individual, collegial, and organizational improvement.

- They respect and nurture the intellectual and leadership capacity of teachers, principals, and others in the school community.

- They reflect the best available research and practices in teaching, learning, and leadership.

- They enable teachers to develop further expertise in subject content, teaching strategies, use of technologies, and other essential elements in teaching to high standards.

- They promote continuous inquiry and improvement embedded in the daily life of schools.

- They plan collaboratively with those who will participate in and facilitate professional development.

- They must understand that professional development requires substantial time and other resources.

- They ensure that professional development is part of a coherent long-term plan.

- They are evaluated ultimately on their impact on teacher effectiveness and student learning.

The following programs guide the Department's efforts to improve professional development:

- *The Eisenhower Professional Development Program* provides grants to states, school districts, and institutions of higher education to support high-quality professional development activities that are aligned with challenging state student performance standards.

- *The National Awards Program for Model Professional Development* identifies and disseminates information about schools and school districts that have demonstrated that their professional development has led to improved student achievement.

Rewarding Good Teaching

The Department has made a commitment to supporting accomplished teachers and the work of the National Board for Professional Teaching Standards.

The National Board is an independent, nonprofit, nonpartisan, and nongovernmental organization governed by a 63-member board of directors, a majority of whom are classroom teachers. Other directors include school administrators, school board leaders, governors and state legislators, higher education officials, and business and community leaders. The National Board's mission is to establish high and rigorous standards for what accomplished teachers should know and be able to do. The Board is developing a national voluntary system to assess and certify teachers who meet these standards and advancing related education reforms to improve student learning.

Funding from the Department supports the development of assessments for the many certificate areas and helps defray the cost to teachers who apply for board certification. The National Board also receives funding from certification fees, as well as from private foundations and corporations.

For more information about the National Board, please call 800-22-TEACH or write to National Board for Professional Teaching Standards, 26555 Evergreen, Suite 400, Southfield, Mich., 48076.

Strengthening School Leadership

Principals who are strong instructional leaders are critical of efforts to improve teaching and student achievement. The Department hosted a Principals' Leadership Summit in July 2000, with some 100 principals from around the country attending. The principals shared their ideas with the Department of Education on topics such as planning, research, and activities relating to principal and school leadership.

Supporting Research, Development, and Dissemination

When promising practices are identified, they need to be disseminated to others who want to improve. The nation needs continued research and dissemination of best practices concerning teacher recruitment, preparation, licensure and ongoing support. The Center for the Study of Teaching Policy, a consortium of universities, focuses on ways that education policies can improve the recruitment and retention of capable teachers, develop their knowledge and skills, and support their work and student education simultaneously.

Raising Awareness and Measuring Our Progress

As we raise our expectations for student learning, we must raise the awareness of educators, policy-makers and the public about the importance of good teaching. Research that measures our progress will tell us how much we have improved and what remains to be done. Efforts to raise awareness include the following:

- *Speeches by Education Secretary Richard Riley.* The National Press Club address on Sept. 15, 1998, and the State of American Education speech on Feb. 16, 1999, focused on teacher quality.

- *Conferences on Teacher Quality.* Hosted by the Department, these conferences include the September 1999 Presidents' Summit on Teacher Quality, which discussed the role of college and university presidents in improving teacher education; special sessions for deans at the Improving America's Schools Conferences in fall 1999; a large National Conference on Teacher Quality in January 2000; and follow-up summer institutes for K-16 teams working to restructure teacher education.

- *The Biennial National Report on Teacher Quality.* First issued by the Department in January 1999, this report focuses public attention on the teaching profession and provides a way to measure the nation's progress in recruiting, preparing and retaining high-quality teachers.

New and Expanded Initiatives

The following pages describe the nine "New and Expanded Initiatives" listed on page 1 and how they improve teaching nationwide. To learn more about these and other initiatives, call 800-USA-LEARN.

Teacher Quality Enhancement Grant Program

The Teacher Quality Enhancement Program awards three types of grants: Partnership Grants for Improving Teacher Education, State Grants and Teacher Recruitment Grants. Each supports excellence in teaching throughout the country.

Partnership Grants for Improving Teacher Education provides funds to partnerships among teacher preparation institutions (including schools of arts and sciences) and to local school districts in high-need areas. The partners work to strengthen teacher education through activities such as implementing reforms that hold teacher education programs accountable, improving prospective teachers' knowledge of academic content, ensuring that teachers are well prepared for the realities of the classroom and preparing prospective teachers to use technology and to work effectively with diverse students. *State Grants* will encourage states to improve the quality of their teaching force through activities such as strengthening their teacher certification standards, implementing reforms that hold institutions of higher education accountable, establishing or strengthening alternative pathways into teaching and recruiting new high-quality teachers for high-need areas. *Teacher Recruitment Grants* support state and local efforts to recruit and prepare qualified individuals to teach in high-need communities. In addition, many states are using the Teacher Quality State Grants to address teacher recruitment for high-need areas and to provide rigorous alternative pathways into teaching.

All three types of grants will be distributed on a competitive basis after a rigorous peer review process. Partnership grants are granted for five years, and both State and Teacher Recruitment Grants are awarded for up to three years. Over the course of the grants, Partnership Grants require an increasing non-federal match, and Teacher Recruitment grants require either an increasing match (from 25 to 50 percent) or a 50 percent match, depending on whether the applicant is a state or a partnership.

Partnerships among institutions of higher education, schools of arts and sciences, and high-need local educational agencies are eligible to apply for Partnership Grants. All states are eligible to apply for State grants, and the governor or applicable state agencies must apply on behalf of the state. For Teacher Recruitment grants, either states or the partnerships (as described above) may apply.

Program Director: Ed Crowe, director, Teacher Quality Improvement Program,
202-502-7878, e-mail: ed_crowe@ed.gov.
Web site: http://www.ed.gov/offices/OPE/heatqp
E-mail: teacherquality@ed.gov
Fax: 202-502-7699

Preparing Tomorrow's Teachers to Use Technology

Tomorrow's teachers must be prepared to integrate technology effectively into the curriculum and use the new teaching and learning styles enabled by technology. This initiative aims to promote improved teacher preparation by fostering increased collaboration across disciplines and among higher education, elementary and secondary schools and the private sector. Possible activities supported by this initiative include faculty development, greater efforts to include technology competence and content mastery in teacher certification and renewal initiatives, the creation of technology-based teaching tools and resources and field experiences focused on teaching with technology.

The program awards three types of grants:
1. One-year *Capacity-Building Grants* (138 awards made in FY 1999) were awarded to institutions that needed resources to scale up to systemic implementation. These grants help applicants build their capacity to implement full-scale teacher preparation initiatives during the second and third program years. The program will not make additional Capacity-Building awards in FY 2000.
2. Two types of *Implementation Grants* (64 three-year awards made in FY 1999, and two-year awards to be made in FY 2000) were awarded to successful capacity-building grantees. The ability of an applicant to generate matching resources from its partnerships is considered in the selection criteria.
3. Three-year *Catalyst Grants* (22 awards made in FY1999) were awarded to regional or national partnerships between institutions with established track records and promising strategies for systemic improvement in preparing tomorrow's teachers to use technology. These partnerships must be prepared to marshal their resources to stimulate significant, innovative and large-scale improvements in the preparation and certification of tomorrow's teachers.

Grants are awarded to institutions of higher education or consortia that partner with other agencies and organizations to implement systemic improvement in teacher preparation programs. Partners could include state education agencies, institutions of higher education and their schools of education, professional associations, the private sector and local education agencies.

Publications:
National Technology Plan is available at: http://www.ed.gov/Technology/Plan
Fact sheets and questions and answers on this initiative are available on the U.S. Department of Education Web site at: http://www.ed.gov/inits/FY00/index.html.

Program Director: Tom Carroll, Higher Education Programs Office, Office of Postsecondary Education (OPE), 202-502-7788, Fax: 202-502-7775, e-mail: Tom_Carroll@ed.gov.

Additional Contact: Ray Myers, Office of Educational Technology, 202-205-9942, e-mail: Ray_Myers@ed.gov.

The Class Size Reduction Initiative

The Class Size Reduction Initiative, over the next seven years, will help school districts hire and train 100,000 new teachers to reduce class size to a national average of 18 in grades 1 through 3. In FY 1999, for instance, $1.2 billion support the hiring and training of 20,000 new teachers. Over the next seven years, a proposed $12.4 billion will be used to hire highly qualified teachers to reach the goal of 100,000 new teachers in America's classrooms. Reducing class size will help ensure that every child receives personal attention, a solid foundation for further learning and learns to read independently by the end of third grade. Funds are provided for recruiting, hiring and training teachers; for new teachers to take state competency tests; and for professional development.

Each state may receive funds according to a formula, which is based on the greater of the state's share of funds under Title I or the Eisenhower Professional Development program. State funding will be distributed to school districts based 80 percent on poverty and 20 percent on school enrollment. Information on state allocation amounts is available via the Class Size Reduction program Web site at http://www.ed.gov/inits/ClassSize.

The State Education Agencies of all 50 states, the District of Columbia, Puerto Rico, the Bureau of Indian Affairs, and the outlying areas are eligible to apply for funding under this program. School districts will apply to states for funds as part of their Title VI applications. Each state will determine the information that must be included in its application. Generally, school districts must describe their plan to reduce class size by hiring additional highly qualified teachers.

Publications
A National Effort to Reduce Class Size: Smaller Classes with Well-prepared Teachers (May 1998, U.S. Department of Education) is available at: http://www.ed.gov/inits/ClassSize/effort.html.
Reducing Class Size: What Do We Know? (May 1998, U.S. Department of Education) is available at: http://www.ed.gov/pubs/ReducingClass/.
Class Size and Students at Risk: What is Known? What is Next? (April 1998, U.S. Department of Education) is available at: http://www.ed.gov/pubs/ClassSize/.
Fact sheets and questions and answers for this initiative are available on the U.S. Department of Education web site at: http://www.ed.gov/inits/FY00/index.html.

Program Director: Catherine Schagh, Office of Elementary and Secondary Education, 202-260-8228, Fax: 202-260-8969; e-mail: catherine_schagh@ed.gov and class_size@ed.gov.

Additional Contact:
Connie Deshpande, 202-401-0113, e-mail: connie_deshpande@ed.gov.

Reading Excellence Act

The Reading Excellence Act provides communities with resources to give young children the readiness skills and support they need to learn to read once they enter school. Its goals are to teach every child to read by the end of the third grade and to improve the instructional practices of teachers and other instructional staff in elementary schools. The act supports the following activities: (1) professional development, (2) school-based and non-school-based tutoring, (3) family literacy, and, (4) transition programs.

The Secretary of Education is authorized to make competitive grants to state education agencies. The states that receive funding will then make subgrants on a competitive basis to high-poverty local school districts. State education agencies may make two kinds of subgrants—local reading improvement grants and tutorial assistance grants. These grants will be sufficient to support two-year projects. States will have three years to spend the funds.

All states are eligible to apply for a reading excellence grant. A state that wishes to participate must establish a reading and literacy partnership with the governor, chief state school officer, the chair and ranking minority member of committees in the state legislature responsible for education policy. The partnerships also involve representatives of local districts eligible to receive subgrants under the program, community-based organizations, state directors of federal programs supporting reading instruction, parents, teachers and family literacy service providers. Eligible applicants for the local reading improvement grants include local school districts that have at least one school in Title I improvement status, have the highest or second-highest percentages of poverty in the state or serve the highest or second highest number of poor children in the state. Eligible applicants for the tutorial assistance grants include the above-listed districts as well as those districts that are located in an Empowerment Zone or Enterprise Community.

Publications:
Preventing Reading Difficulties in Young Children (National Research Council, National Academy Press, Washington, D.C., 1998). To order, call 800-624-6242 or order via the Internet at http://www.nap.edu.
Starting Our Right, A Guide to Promoting Children's Reading Success. (National Research Council, National Academy Press, Washington, D.C. 1999). To order, call 800-624-6242 or order via the Internet at http://www.nap.edu.

Fact sheets and questions and answers for this initiative are available on the U.S. Department of Education Web site at http://www.ed.gov/inits/FY00/index.html.

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202-260-8228, Fax: 202-260-8969, e-mail: joseph_conaty@ed.gov.

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America Reads Challenge, 202-401-8888, E-mail: reading_excellence@ed.gov.

Learning Anytime Anywhere Partnerships

The Learning Anytime Anywhere Partnerships (LAAP) program is a competitive grant program intended to increase student access to high-quality technology-mediated learning opportunities that are not limited by the constraints of time and place. This is achieved by encouraging coordination and resource-sharing that would otherwise not happen, providing the needed variety of education options for students, and developing new means of ensuring accountability and quality of innovative education methods.

Funds are distributed by the Department on a competitive basis. A non-federal match of at least 50 percent is required, either in cash or in kind, for LAAP-funded projects. Most grants are for one, two, or three years of funding, and a few larger grants of exceptional scope may extend up to four or five years.

LAAP grants will be awarded to partnerships consisting of two or more entities such as institutions of higher education, community organizations, businesses and other types of public or private organizations. To apply, the lead applicant and fiscal agent for the grant must be a nonprofit entity acting on behalf of the partners. Partnerships between academia and industry are encouraged, as are partnerships involving school or university systems, and any other arrangement that can create new ways of addressing important needs, eliminating barriers, and ensuring access and quality.

Publications:
The LAAP information and application materials booklet, as well as technical assistance materials, a bibliography of program evaluation resources, and advice for writing proposals, is posted on the Fund for Improvement of Postsecondary Education/LAAP Web site at: http://www.ed.gov/offices/OPE/FIPSE.

Fact sheets and questions and answers on this initiative are on the U.S. Department of Education Web site at http://www.ed.gov/inits/FY99/index.html.

Program Coordinator: Brian Lekander, Fund for the Improvement of Postsecondary Education
202- 502-7500, Fax: 202- 502-7877, e-mail: brian_lekander@ed.gov.

Office Web site: http://www.ed.gov/offices/OPE/FIPSE, e-mail: LAAP@ed.gov.

21st Century Community Learning Centers

The 21st Century Community Learning Centers initiative enables communities to establish or expand school-based programs to provide our nation's children and other community members with after-school, weekend and summer programs in safe, drug-free and supervised environments. These centers provide academic enrichment and support; recreational, artistic, sports, and cultural activities; opportunities for children to participate in community service projects, nutritional and health services, access to technology and telecommunications and activities to promote parent involvement and lifelong learning that can directly and indirectly benefit their children.

The Department will award three-year grants to rural and inner city public elementary, middle or secondary schools, consortia of such schools, or local education agencies applying on their behalf. The legislation states that schools "should collaborate with other public and nonprofit agencies and organizations; local businesses; educational entities (e.g., vocational and adult education programs, school-to-work programs, community colleges and universities); and recreational, cultural and other community and human service entities, for the purpose of meeting the needs of, and expanding the opportunities available to, the residents of the communities served by such schools." By statute, applications must include "a description of the collaborative efforts to be undertaken by community-based organizations, related public agencies, businesses or other appropriate organizations."

Publications:
Keeping Schools Open as Community Learning Centers: http://www.ed.gov/pubs/LearnCenters
Safe and Smart: Making the After School Hours Work for Kids:
http://www.ed.gov/pubs/SafeandSmart

Fact sheets and questions and answers for this initiative are available on the U.S. Department of Education Web site at http://www.ed.gov/inits/FY00/index.html.

Program Director: Robert Stonehill, Office of Elementary and Secondary Education,
202-260-9737, Fax: 202-260-3420, e-mail: robert_stonehill@ed.gov

Additional Contacts:
Amanda Clyburn, 202-219-2180, and Steve Balkcom, 202-219-2089

Program Web site: http://www.ed.gov/offices/OERI/21stCCLC
E-mail: 21stCCLC@ed.gov

GEAR UP

GEAR UP is a national effort to encourage more young people to have high expectations, stay in school, study hard and go to college. The program supports early college awareness and preparation activities and provides support for low-income students. Funds are divided between Partnership Grants and State Grants. Partnership projects must serve entire grades of students and begin no later than seventh grade. The projects are encouraged to provide both early college preparation and awareness activities *and* scholarships for participating students.

Partnership grant recipients must pay at least 20 percent of the total project costs each year, and must provide at least 50 percent of the total project cost over the course of the grant in cash or in-kind. State Grant recipients must provide at least 50 percent of the total project cost each year, in cash or in-kind. Partnership Grants will be awarded to locally-formed partnerships among colleges, low-income middle schools and the secondary schools these students would normally attend, plus at least two other partners (e.g., community organizations, businesses, religious groups, state education agencies, parent groups or non-profits). All states are eligible to apply for state grants. Both states and partnerships are required to coordinate their efforts with eligible entities and related programs.

Publications:
Yes, You Can: A Guide for Establishing Mentoring Programs to Prepare Youth for College. To order, call toll-free 1-877-4-ED PUBS, or download the guide from the Internet at http://www.ed.gov/pubs/YesYouCan/.
Student Publication: *Think College? Me? Now?* To order, call toll-free 1-877-4-ED PUBS.
Parent Publication: *Getting Ready for College Early*. To order this publication (in English or Spanish), call toll-free 1-877-4-ED PUBS.
Think College Early LISTSERV. To subscribe, send the following message to listproc@inet.ed.gov from your own computer: Subscribe thinkcoll your first name your last name.
Fact sheets and questions and answers for this initiative are available on the U.S. Department of Education Web site at http://www.ed.gov/inits/FY00/index.html.

Acting Program Director: Ray Ramirez, Gear Up program, 202-502-7795, Fax: 202-502-7675, E-mail: Ray_Ramirez@ed.gov

Web site: http://www.ed.gov/gearup
E-mail: Gearup@ed.gov

Bilingual Education Professional Development

The purpose of the Bilingual Education Professional Development initiative is to help meet the critical need in school districts across the country for teachers who are skilled in educating limited English-proficient (LEP) children. Funds are used to help foster effective instructional and assessment methodologies for educational personnel; support preservice and inservice professional development; upgrade the qualifications and skills of existing education personnel to meet high professional standards; and provide graduate fellowship awards for study and research related to the instruction of LEP children and youth.

The U.S. Department of Education awards three grants under this program on a competitive basis. They are as follows: Teachers and Personnel grants (five years); Career Ladder grants (five years); and Training for All Teachers grants (three years). Institutions of higher education, nonprofit organizations, local education agencies and state education agencies are eligible to receive funding.

Publications:
Fact sheets and questions and answers for this initiative are available on the U.S. Department of Education Web site at: http//www.ed.gov/inits/FY00/index.html.

Contacts:
Cindy Ryan, Education, Office of Bilingual Education and Minority Languages Affairs (OBEMLA), 202-205-8680, Fax: 202-205-8680, e-mail: cindy_ryan@ed.gov or Frank Reid, OBEMLA, 202-205-8680, e-mail: frank_reid@ed.gov

Web site: http://www.ed.gov/offices/OBEMLA/index/html.

Indian Education Professional Development

The Professional Development Program is a competitive grant program that supports activities designed to increase the number of qualified Indian individuals in professions that serve Indian people.

One component of the Professional Development Program supports training for qualified Indian individuals to (1) become teachers, administrators, teacher aides, social workers, and ancillary education personnel and (2) improve the skills of Indian individuals serving in these capacities. The second component of the program supports the training of qualified Indian individuals in fields other than education that result in a degree at the graduate level. All or a portion of the available funds support these training efforts through projects that train Indians to become teachers and administrators, to improve the skills of these teachers and administrators, and to train personnel in fields other than education.

Secretary Riley has also proposed procedures for implementation of the statutory requirement to give a preference for awards under the Professional Development Program to programs that provide training to Indian individuals and eligible Indian tribes, Indian organizations and Indian institutions of higher education.

Contact:
Cathie Martin, Office of Indian Education, 202-260-1683, e-mail: cathie_martin@ed.gov
Web site: http://www.ed.gov/offices/OESE/indian.html.

Types of Grants

The U.S. Department of Education funds and administers education programs for a variety of purposes and populations. It also recognizes and rewards excellence and improvements by students, schools and communities. This guide briefly describes many of the programs that are relevant to teachers and to the offices that manage the programs. (It is by no means a comprehensive list of all the Department's services.) The guide also lists telephone numbers that interested parties can call with specific questions about the programs. The following describes the various types of federal government grant programs.

Federal legislation that establishes programs of assistance provides varying degrees of discretion to the federal agency in the administration of the programs. One of the basic variables is the degree to which the federal agency is allowed to determine to whom and how much assistance will be provided. When Congress wishes to decide that itself, it normally provides a formula.

Formula Grants. Money provided under a formula grant program is allotted according to a pre-set formula, based on population, per capita income, specialized clientele or some other measure of need, or a combination of measures specified in the authorizing legislation. Such grants are usually made to state governments but may be made to local governments and can be passed through state governments to institutions within the state. There may be provisions for reallocation of unused funds or restrictions on the rate of program growth or decline. Also specified is the percentage of the program cost that the federal government will share with the recipient population. Whatever the formula, the federal agency is limited to applying that formula and to setting rules for operating such programs within the limits of the formula.

Discretionary Grants. When Congress does not provide a formula for the distribution of available funds, the Department is able to exercise a certain amount of discretion, consistent with the authorizing legislation (hence the term discretionary grants), concerning who may participate in the program, the extent of participation, or both. When this occurs, the Department needs to establish criteria for selection and for program size and growth. It is also necessary to establish some mechanism for competition among applicants. The Education Department General Administrative Regulations spells out the general requirements and selection criteria for discretionary grant programs without specific regulations. For most discretionary grant programs, the Department issues specific program regulations, which are published in the *Federal Register* and codified annually in the Code of Federal Regulations. In addition, for each program, the Department publishes a notice in the *Federal Register* each time it invites applications for a new grant award competition. The Department also publishes in the *Federal Register* other notices related to a discretionary grant competition (e.g., notices of proposed and final annual priorities that apply to a grant competition in a particular program).

Office of Elementary and Secondary Education

The mission of the Office of Elementary and Secondary Education (OESE) is to promote academic excellence, to enhance educational opportunities and equity for all of America's children and families, and to improve the quality of teaching and learning by providing leadership, technical assistance and financial support. The various offices within OESE administer programs that are designed to carry out this mission.

Compensatory Education Programs

Comprehensive School Reform Demonstration Program

This program provides formula grants to state education agencies for competitive grant awards to local education agencies and participating schools. Schools receive annual awards of $50,000 or more to adopt or develop comprehensive school reforms based on reliable research and effective practices. States are encouraged to give competitive preference to local education agencies that use the funds for schools with low student achievement and high dropout rates.

William Kincaid, 202-205-4992
E-mail: william_kincaid@ed.gov

Even Start Statewide Family Literacy Initiative Grants

This program offers competitive grants to states to plan and implement statewide family literacy initiatives and to coordinate and integrate existing federal, state, and local literacy resources. States must match the federal funds with a nonfederal contribution that equals the federal contribution.

Mary LeGwin, 202-260-2499
E-mail: mary_legwin@ed.gov

Title I, Part A Program

This program provides formula grants through state education agencies to local education agencies. The goal is to improve the quality of teaching and enhance learning to enable low-achieving children to meet challenging state content and student performance standards.

Mary Jean Letendre, 202-260-0826
E-mail: mary_jean_letendre@ed.gov

Goals 2000 Programs

The GOALS 2000: Educate America Act is based on the premise that raising expectations improves performance, that academic standards should be raised, and that schools and teachers should be specific about what they expect students to learn. Goals 2000 challenges states and communities to develop and implement challenging academic content standards, student performance standards and assessments, and plans to improve teacher training. The purpose of Goals 2000 is to improve teaching and learning through long-term and broad-based efforts so that all students in a state will meet challenging academic standards.

Patricia Gore, 202-401-0039
E-mail: patricia_gore@ed.gov

Parental Assistance

GOALS 2000 provides grants to establish information and resource centers to train, inform and support parents of children from birth through secondary school. The centers help parents better understand their children's education needs and help them achieve high standards. Nonprofit organizations working in consortia with local education agencies can apply for funds through this program.

Patricia Gore, 202-401-0039
E-mail: patricia_gore@ed.gov

Impact Aid

The Impact Aid Program makes formula grants to school districts that serve federally connected students (e.g., military dependents and children living on Indian lands) and to certain school districts containing a significant amount of federal property. Funds may be used for general education purposes, and teachers are frequently responsible for distributing and collecting survey forms to identify eligible students.

Catherine Schagh, 202-260-3907
E-mail: catherine_schaugh@ed.gov

Indian Education

The Office of Indian Education funds special programs to improve education opportunities for Indian children and adults, and to address the culturally related academic needs of Indian children. Information about the various Indian education programs is available through the Department.

David Beaulieu, 202-260-3774
E-mail: david_beaulieu@ed.gov

Migrant Education

The Office of Migrant Education administers and coordinates programs that relate to the education of the children of migratory agricultural workers and fishers. Information about the various migrant education programs is available through the Office of Migrant Education.

Francisco Garcia, 202-260-1164
E-mail: francisco_garcia@ed.gov

Safe and Drug-Free Schools and Communities Program

The Safe and Drug-Free Schools and Communities Program provides funds to assist states, schools and communities in the design, implementation and evaluation of alcohol and drug education and prevention programs. Teachers can receive training and materials through the following grant programs:

Governor's Grants

This program provides support to governors for a variety of drug- and violence-prevention activities focused primarily on school-age youth. Governors use these funds to support parent groups, community-based organizations, and other public and private nonprofit entities for drug and violence prevention activities that complement the state and local portion of the Safe and Drug-Free Schools and Communities Program. Governors prioritize programs that serve youth who are not normally served by local education agencies or students who need additional services.

Deborah Rudy, 202-260-3954
E-mail: deborah_rudy@ed.gov

National Programs, Coordinated Grants

These programs are intended to prevent violence and the illegal use of drugs, as well as to promote safety and discipline at all education levels, from preschool through postsecondary. These programs require coordination with other appropriate federal activities designed to prevent drug use and violence among students at all education levels. National programs provide direct support for classroom teaching through initiatives such as development and dissemination of drug and violence prevention materials, including model programs, best practices, teacher training, and supplementary materials for use by students and parents.

Charlotte Gillespie, 202-260-3954
E-mail: charlotte_gillespie@ed.gov

National Programs, Safe Schools/Healthy Students Initiative

These grants support local education agencies to develop community-wide approaches to creating safe and drug-free schools and promoting healthy childhood development. Programs are intended to prevent violence and the illegal use of drugs, and to promote safety and discipline. Coordination with other community-based organizations is required.

Ethel Jackson, 202-260-3954
E-mail: ethel_jackson@ed.gov

State Grants

This program provides support to state education agencies for a variety of drug and violence prevention activities focused primarily on school-age youth. States are required to distribute 91 percent of funds to local education agencies for drug and violence prevention activities authorized under the statute. Activities may include developing instructional materials; starting counseling services; initiating professional development programs for school personnel, students, law enforcement officials, judicial officials or community leaders; implementing conflict resolution, peer meditation and mentoring programs; developing character education programs and community service projects; establishing safe zones of passage for students to and from school; and acquiring and installing metal detectors and hiring security personnel.

Deborah Rudy, 202-260-3954
E-mail: deborah_rudy@ed.gov

School Improvement Programs

School improvement programs provide financial assistance to state and local education agencies, institutions of higher education, and other public and private nonprofit organizations for a variety of programs designed to improve elementary and secondary education. Examples are as follows:

Christa McAuliffe Fellowships

The Christa McAuliffe Fellowship program provides grants to states to reward excellence in teaching. Outstanding teachers receive fellowships to continue their education; to develop innovative programs; to consult with or assist local education agencies, private schools or private school systems; and to engage in other educational activities. Activities are designed to improve their knowledge and skills, as well as the education of their students.

Steve O'Brien, 202-260-2141
E-mail: steve_obrien@ed.gov

Comprehensive Regional Assistance Centers

This program funds 15 grantees who provide comprehensive training and technical assistance to states, local education agencies, schools, Indian tribes, community-based organizations, and other recipients of federal funds under the Elementary and Secondary Education Act (ESEA). The centers help coordinate and integrate the implementation of the ESEA and other federal education programs with state and local activities in ways that support efforts to improve teaching and learning and increase the academic achievement of all children.

Patricia Gore, 202-401-0039
E-mail: patricia_gore@ed.gov

Desegregation Assistance, Civil Rights Training and Advisory Services

The Desegregation Assistance, Civil Rights Training and Advisory Services Program is authorized by Title IV of the Civil Rights Act. Under this program, state education agencies and Desegregation Assistance Centers help public schools address problems resulting from race, sex, national origin, desegregation and equity issues.

Sylvia Wright, 202-260-3778
E-mail: sylvia_wright@ed.gov

Dwight D. Eisenhower Professional Development State Grants

The Eisenhower Program (also known as Title II) supports high-quality, sustained and intensive professional development activities in the core academic subjects to meet challenging state content and student performance standards. Title II funds support teacher improvement efforts primarily at the district and school levels, based on a comprehensive review of the professional development needs of various districts and schools. This program encourages the integration of professional development into the daily life of the school, moving beyond traditional one-day, "one-shot" workshops.

State Agencies for Higher Education, Michael Holloman, 202-260-2067
E-mail: michael_holloman@ed.gov
State Education Agencies, Elizabeth Whitehorn, 202-260-1742
E-mail: elizabeth_whitehorn@ed.gov

Education for Homeless Children and Youth

This program awards formula grants to the 50 states, the District of Columbia and Puerto Rico based on each state's share of Title I funds. The outlying areas and the Bureau of Indian Affairs also receive funds under this program. Among other actions, an Office of Coordinator of Education of Homeless Children and Youth, is created to gather comprehensive information about homeless children and youth, including impediments

to their regular attendance at school. These grants also enable state education agencies to ensure that homeless children, including preschool and youth, have equal access to a free, appropriate public education. States must have an approved plan for helping homeless children overcome problems associated with their enrollment, attendance and success in school.

Shawn Mussington, 202-260-0826
E-mail: shawn_mussington@ed.gov

Ellender Fellowships

The Ellender Fellowship Program provides funds to the Close Up Foundation, a nonpartisan, nonprofit foundation that promotes knowledge and understanding of the federal government. The program provides financial aid to enable low-income students, their teachers, older Americans, recent immigrants and children of migrant parents to come to Washington, D.C., to study the operations of the three branches of the federal government.

Shelton Allen, 202-260-2487
E-mail: shelton_allen@ed.gov

Even Start Family Literacy

The Even Start Family Literacy Program offers grants to support local family literacy projects that integrate early childhood education, adult literacy, or basic education and parenting education into a unified family literacy program. Each program will include special training of staff to develop the skills necessary to work with parents and young children in the full range of instructional services that the Even Start project would provide. Eligible applicants include school districts in partnership with a public or private nonprofit organization, another public agency or an institution of higher education. Federal funds are allocated by formula to states, based on their relative shares of Title I, Part A funds. States make competitive grants to partnerships of local education agencies and other organizations, giving priority to proposals that target primarily low-income families.

Patricia McKee, 202-260-0826
E-mail: patricia_mckee@ed.gov

Innovative Education Program Strategies

Innovative Education Program Strategies supports local education innovations. States must subgrant at least 85 percent of funds competitively to school districts to support activities in the following eight primary areas: (1) use of technology to implement reform; (2) acquisition and use of instructional and educational materials, including library materials and computer software; (3) promising education reform projects such as magnet schools; (4) programs for at-risk children; (5) literacy programs for students and

their parents; (6) programs for gifted and talented children; (7) school reform efforts linked to Goals 2000; and (8) school improvement programs or activities authorized under Title I.

Zulla Toney, 202-260-2551
E-mail: zulla_toney@ed.gov

Magnet Schools Assistance

The Magnet Schools Assistance Program helps desegregate public schools by supporting the prevention, reduction, and elimination of minority group isolation in elementary and secondary schools with substantial numbers of minority group students. To meet the statutory purposes of the program, projects must also support the development and implementation of magnet schools that assist in the achievement of systemic reforms. In addition, projects must provide all students with the opportunity to meet challenging content and student performance standards, the development and design of innovative education methods and practices, and courses of instruction in magnet schools that strengthen students' knowledge of academic subjects and their grasp of tangible and marketable vocational skills. Only local education agencies that are part of a court-ordered or federally approved desegregation program are eligible to apply.

Steven Brockhouse, 202-260-2476
E-mail: steven_brockhouse@ed.gov

Magnet Schools—Innovative Programs

Innovative programs must use strategies other than magnet schools to assist in the desegregation of schools served by the applicant. Projects are to be based on a special theme, emphasis or concept and have significant parental and community involvement. The program provides an opportunity to create and test new or alternative strategies for achieving equity and educational excellence in public schools.

Steven Brockhouse, 202-260-2476
E-mail: steven_brockhouse@ed.gov

Parental Assistance Centers

Parental Assistance Centers provide parents with training, information and support to help them better understand their children's education needs and help their children achieve high standards. Centers use their funds to (1) coordinate with existing programs that support parents in helping their children get ready for school and reach high standards; (2) provide information about high-quality family involvement programs to families, schools, school districts and others through conferences, workshops and other events; (3) develop and disseminate resource materials; and (4) support a variety of

promising models of family involvement programs, including the Parents as Teachers program or Home Instruction Program for Preschool Youngsters.

Thomas Fagan, 202-401-0039
E-mail: thomas_fagan@ed.gov

Prevention and Intervention Programs for Children and Youth Who Are Neglected and Delinquent or at Risk of Dropping Out

This program, also known as the Neglected and Delinquent Children Program, provides formula grants to State Education Agencies. The grants fund supplementary education services to help provide education continuity for children and youth in state-run institutions, for juveniles and in adult correctional institutions. The program is intended to allow these youths to make successful transitions to school or employment once they are released from state institutions. Funds are allocated by formula to states, which make subgrants to the state agencies responsible for educating neglected or delinquent children and youth.

Shawn Mussington, 202- 260-0826
E-mail: shawn_mussington@ed.gov

Public Charter Schools

The Public Charter Schools Program provides financial assistance for the design and initial implementation of charter schools created by teachers, parents and other members of local communities. Grants are available on a competitive basis to state education agencies in states that have charter school laws; the states in turn make subgrants to authorized public chartering agencies in partnership with developers of charter schools. If an eligible state elects not to participate or if its application for funding is not approved, the Department can make grants directly to eligible local partnerships.

John Fiegel, 202- 260-2671
E-mail: john_fiegel@ed.gov

Technology Literacy Challenge Fund

Technology Literacy Challenge Fund grants support the development and implementation of systemic technology plans at the state, local and school levels to improve the quality of teaching and degree of learning within a school. The four major goals of the program are as follows: (1) all teachers will have the training and support they need to help all students learn using computers and the information superhighway; (2) all teachers and students will have modern computers in their classrooms; (3) every classroom will be connected to the information superhighway; and (4) effective and

engaging software and online resources will be an integral part of every school curriculum.

Patricia Gore, 202- 401-0039
E-mail: patricia_gore@ed.gov

Training and Advisory Services

Under this program, the Department funds 10 regional Equity Assistance Centers, which assist, upon request, in the areas of race, gender and national origin equity to public school districts and other responsible government agencies to promote equal educational opportunities. The Equity Assistance Centers work in the areas of civil rights, equity and school reform. They enable schools and communities to ensure that opportunities are available and accessible for all children.

Sandra Shever Brown, 202- 260-2638
E-mail: sandra_shever@ed.gov

Women's Educational Equity

This program promotes educational equity for women and girls through competitive grants to public agencies, private nonprofit organizations, and individuals and through dissemination of materials by a National Equity Resource Center. Most of the program's funds support the local implementation of gender-equity policies and practices. Also funded are research, development and dissemination activities. Projects may be funded for up to four years.

Madeline Baggett, 202-260-2502
E-mail: madeline_baggett@ed.gov

Office of Special Education and Rehabilitative Services

The Office of Special Education and Rehabilitative Services (OSERS) supports programs that help educate children and youth with disabilities, provides for the rehabilitation of youth and adults with disabilities and supports research to improve the lives of individuals with disabilities. OSERS is divided into the following three offices: the Office of Special Education Programs, the Rehabilitation Services Administration, and the National Institute on Disability and Rehabilitation Research.

The Office of Special Education Programs

The Office of Special Education Programs (OSEP) administers programs that relate to the free and appropriate public education of all children, youth and adults with disabilities. OSEP oversees programs to expand and improve special education and administers grants to state education agencies to help state and local districts serve children and youth with disabilities. The office also monitors state programs to ensure that students with disabilities receive an appropriate education and that their rights and those of their parents or guardians are protected. OSEP also administers programs to train special education teachers and conducts research in improved methods of special education. Some grants are given to all the states according to a formula prescribed in congressional legislation authorizing the program; others are awarded to individuals or institutions on the merit of competitive applications.

Thomas Hehir, 202-205-5507
E-mail: thomas_hehir@ed.gov

Early Intervention Program for Infants and Toddlers with Disabilities
This program provides formula grants to states; Washington, D.C.; Puerto Rico; the secretary of the interior; and outlying areas to help them develop and implement statewide systems of coordinated, comprehensive, multidisciplinary and interagency programs of early intervention services for infants and toddlers with disabilities. Allocations are based on the number of children from birth through age 2 in the general population. States make services available to those children and their families, including Indian children served through Department of the Interior schools. States may also elect to provide services to infants and toddlers who are at risk of having developmental delays without these services.

Bobbi Stettner-Eaton, 202-205-8828
E-mail: bobbi_stettner-eaton@ed.gov

Grants to States for the Education of Children with Disabilities

This program provides formula grants to states; Washington, D.C.; Puerto Rico; the secretary of the interior; and outlying areas to assist them in meeting the costs of providing special education and related services to children with disabilities. Funds to states, the District of Columbia and Puerto Rico are distributed based on the number of children with disabilities ages 3 through 21 who are served. Most of the funds must be distributed to local education agencies that serve children directly. States may retain the remaining funds for state-level activities, including administration, and for support and direct services to children with disabilities. Federal funds are combined with state and local funds to provide all children with disabilities with a free and appropriate public education, including special education and related services. Funds are used for salaries of teachers and other personnel, educational materials and related services such as special transportation and occupational therapy that allow children with disabilities to access education services and other education-related costs.

Ruth Ryder, 202-205-5547
E-mail: ruth_ryder@ed.gov

Parent Information and Training Programs

The program provides training and information to enable individuals with disabilities, along with their parents, family members, guardians, advocates and other authorized representatives, to participate more effectively in meeting the vocational, independent living and rehabilitation needs of individuals with disabilities. These projects are designed to meet the unique information and training needs of individuals who live in the area to be served, particularly those who are members of populations who have been unserved or underserved.

Susan Oswald, 202-260-9870
E-mail: susan_oswald@ed.gov

Personnel Preparation to Improve Services and Results for Children with Disabilities

This program has the following two primary purposes: (1) to help address state-identified needs for qualified personnel—in special education, related services, early intervention and regular education—to work with children with disabilities; and (2) to ensure that those personnel have the skills and knowledge, acquired through research and experience considered successful, to serve these children.

Pat Wright, 202-401-7659
E-mail: pat_wright@ed.gov

Preschool Grants for Children with Disabilities

This program provides formula grants to states, the District of Columbia and Puerto Rico to offer special education and related services to children with disabilities ages 3 through 5. The Individuals with Disabilities Education Act (IDEA) Amendments of 1997 substantially revised the formula for allocating funds under this program, changing it from a child count-driven formula to one based on general population and poverty. Under the new formula, each state is first allocated an amount equal to the amount it received in FY 1997. For any year in which the amount allocated to the states is greater than the prior year's allocation, 85 percent of the additional funds are distributed based on the state's relative percentage of the total number of children in the general population ages 3 through 5. The other 15 percent is distributed based on the relative number of children ages 3 through 5 who are living in poverty in each state.

Nancy Treusch, 202-205-9097
E-mail: nancy_treusch@ed.gov

Research and Innovation to Improve Services and Results for Children with Disabilities

The goals of this program are to produce and advance the use of knowledge to (1) improve services provided under IDEA, including the practices of professionals and others who are involved in serving children with disabilities; and (2) improve educational and early intervention results for infants, toddlers and children with disabilities.

Barbara Edelen, 202-205-8522
E-mail: barbara_edelen@ed.gov

State Program Improvement Grants for Children with Disabilities

This program assists state education agencies and their partners in improving results for children with disabilities. Its purpose is to reform and improve educational, early intervention and transitional services through professional development, technical assistance and dissemination of knowledge about best practices for children with disabilities.

Larry Wexler, 202- 205-5390
E-mail: larry_wexler@ed.gov

Studies Evaluation

Studies Evaluation assesses the progress of states and communities in implementing IDEA. One area of focus is the effort to provide free and appropriate public education to children with disabilities and early intervention services to infants and toddlers with disabilities.

Jeffery Payne, 202-205-8971
E-mail: jeffery_payne@ed.gov

Technical Assistance and Dissemination to Improve Services and Results for Children with Disabilities

This effort provides technical assistance and disseminates information that supports states and local entities in building capacity to improve early intervention, educational and transitional services and results for children with disabilities and their families. It also addresses systemic-change goals and priorities.

Claudette Carey, 202-205-8105
E-mail: claudette_carey@ed.gov

Technology and Media Services for Individuals with Disabilities

The Technology and Media Services program seeks to promote the development, demonstration and use of technology and various media activities designed to be educational to children with disabilities.

Jeffery Payne, 202-205-8971
E-mail: jeffery_payne@ed.gov

Training and Information for Parents of Children with Disabilities

This program ensures that parents of children with disabilities receive training and information to help improve results for their children. Awards are for parent information centers, community parent centers and technical assistance for the centers.

Barbara Edelen, 202-205-3076
E-mail: barbara_edelen@ed.gov

The Rehabilitation Services Administration

The Rehabilitation Services Administration allocates grants to state vocational rehabilitation agencies to help individuals with physical or mental disabilities obtain employment through medical and psychological assistance, job training and other individualized services. Severely disabled individuals receive priority. The administration also funds programs that train rehabilitation professionals, enrich the lives of individuals with disabilities, increase their

employment opportunities and enable people with severe disabilities to live more independently with their families or in their communities.

Fred Schroeder, 202-205-5482
E-mail: fred_schroeder@ed.gov

Client Assistance Program

The Client Assistance Program advises and informs clients, client applicants and other individuals with disabilities of all the available services and benefits under the Rehabilitation Act, and of the services and benefits available to them under Title I of the Americans with Disabilities Act (ADA). In addition, grantees assist and advocate for clients and client applicants in their relationship with projects, programs and services provided under the act. A Client Assistance Program agency may provide assistance and advocacy with respect to services that are directly related to facilitating the employment of the client or client applicant.

RoseAnn Ashby, 202-205-8719
E-mail: roseann_ashby@ed.gov

Protection and Advocacy of Individual Rights

This program supports systems that protect the legal and human rights of individuals with disabilities who are ineligible for protection and advocacy services provided under other similar programs. Grant funds are used to ensure that eligible individuals' rights—such as the right of children with disabilities to a free, appropriate public education under IDEA—are protected. Grant funds are not used to provide educational services.

RoseAnn Ashby, 202-205-8719
E-mail: roseann_ashby@ed.gov

Training Interpreters for Individuals Who Are Deaf and Individuals Who Are Deaf-Blind

This program establishes interpreter training programs and helps ongoing programs train a sufficient number of skilled interpreters throughout the country to meet the communication needs of individuals who are deaf and individuals who are deaf-blind. The program funds activities that include (a) developing a training manual for tactile, oral and cued speech interpreters; (b) ensuring the maintenance of the skills of interpreters; and (c) providing opportunities for interpreters to raise their level of competence.

Mary Lovely, 202-205-9393
E-mail: mary_lovely@ed.gov

The National Institute on Disability and Rehabilitation Research

The National Institute on Disability and Rehabilitation Research (NIDRR) primarily carries out a program of research and related activities designed to maximize the full inclusion, employment, independent living and economic sufficiency of individuals with disabilities. Its research activities specifically emphasize improving the effectiveness of services authorized under the Rehabilitation Act. NIDRR focuses on applied research, such as (1) the transfer of rehabilitation technology to individuals with disabilities, (2) the widespread distribution in usable formats of practical scientific and technology information, and (3) the identification of effective strategies to enhance the opportunities of individuals with disabilities to engage in productive work and live independently. NIDRR funds are also used to support rehabilitation research, demonstration projects and related activities, including training people who provide rehabilitation services or who conduct rehabilitation research. In addition, NIDRR supports projects to disseminate and promote the use of information concerning developments in rehabilitation procedures, methods and devices, as well as data analyses on the demographics of disability.

Katherine Seelman, 202-205-8134
E-mail: kate_seelman@ed.gov

Personnel Preparation to Improve Services and Results for Children with Disabilities

This program has the following two primary purposes: (1) to help address state-identified needs for qualified personnel in special education, related services, early intervention and regular education to work with children with disabilities; and (2) to ensure that those personnel have the skills and knowledge, acquired through research and experience considered successful, to serve these children.

Pat Wright, 202-401-7659
E-mail: pat_wright@ed.gov

Knowledge Dissemination and Utilization

These projects support the dissemination and use of information, including state-of-the-art assessments and diffusion centers, to ensure that knowledge generated from research is available and can be fully used to improve services, opportunities and conditions for people with disabilities. Projects that provide technical assistance and training to state and local governments and private businesses regarding the ADA and facilitate implementation of the ADA without litigation or hardship are also included under this activity.

Katherine Seelman, 202-205-8134
E-mail: kate_seelman@ed.gov

State Assistive Technology Grants

NIDRR supports consumer-driven state plans for the delivery of assistive technology devices and services. The goal is to eliminate programmatic, policy and other barriers that keep people with disabilities from enjoying the benefits of assistive technology.

Katherine Seelman, 202-205-8134
E-mail: kate_seelman@ed.gov

Office of Postsecondary Education

The Office of Postsecondary Education (OPE) formulates federal postsecondary education policy and administers programs that assist postsecondary education institutions and students who are pursuing postsecondary education.

Teacher Quality Partnership Grants

This program provides grants to partnerships among teacher preparation institutions and high-need school districts. To ensure that new teachers can meet the many challenges of today's classrooms, the partnerships work to strengthen teacher education through activities such as

- implementing reforms that hold teacher education programs accountable for preparing high-quality teachers;
- improving prospective teachers' knowledge of academic content through increased collaboration between faculty at schools of education and schools of arts and sciences;
- ensuring that teachers are well prepared for the realities of the classroom by providing strong hands-on classroom experience and strengthening links between university and K-12 school faculties; and
- preparing prospective teachers to use technology as a tool for teaching and learning and to work effectively with diverse students.

Ed Crowe, 202-502-7878
E-mail: ed_crowe@ed.gov

Teacher Quality Recruitment Grants

This recruitment initiative supports the efforts of states and school-university partnerships to reduce shortages of qualified teachers in high-need areas. Grant recipients offer scholarships, high-quality preparation and support services to prospective teachers who agree to teach in the high-need schools.

Ed Crowe, 202-502-7878
E-mail: ed_crowe@ed.gov

Teacher Quality State Grants

These grants encourage states to improve the quality of their teaching force through such reforms as: strengthening their certification standards to ensure that new teachers have strong teaching skills and knowledge of their content areas; implementing reforms that hold institutions of higher education accountable for preparing teachers who have strong teaching skills and a thorough knowledge of their content areas; establishing or

strengthening alternative pathways into teaching for highly qualified individuals, including mid-career professionals and former military personnel; and reducing shortages of qualified teachers in high-need areas.

Ed Crowe, 202-502-7878
E-mail: ed_crowe@ed.gov

Educational Opportunity Centers

The Educational Opportunity Centers (EOC) program provides counseling and information on college admissions to qualified adults who want to enter or continue a program of postsecondary education. An important objective of EOC is to counsel participants on financial aid options and to assist them in the application process. The goal of EOC is to increase the number of adult participants who enroll in postsecondary education institutions and successfully complete degree programs.

Margaret Wingfield, 202-502-7547
E-mail: TRIO@ed.gov

Talent Search

The Talent Search Program identifies and assists individuals from disadvantaged backgrounds who have the potential to succeed in higher education. The program provides academic, career and financial counseling to its participants and encourages them to graduate from high school and advance to the postsecondary school of their choice. Talent Search also encourages high school dropouts to complete their education. The goal of Talent Search is to increase the number of disadvantaged youth who complete high school and enroll in the postsecondary education institution of their choice.

Clinton Black, 202-502-7537
E-mail: clinton_black@ed.gov

Upward Bound

Upward Bound provides fundamental support to participants as they prepare for college. The program provides opportunities for participants to succeed in pre-college performance and ultimately in higher education pursuits. Upward Bound serves high school students from low-income families; high school students from families in which neither parent holds a bachelor's degree; and low-income, first-generation military veterans who are preparing to enter postsecondary education. Upward Bound strives to increase the rates at which participants complete secondary education, as well as enroll in and graduate from institutions of postsecondary education.

Peggy Whitehead, 202-502-7536
E-mail: TRIO@ed.gov

Upward Bound—Math/Science Program

The Upward Bound—Math/Science Program allows the Department to fund specialized Upward Bound math and science centers. The centers are designed to strengthen the math and science skills of participating students. The goal of the program is to help students recognize and develop their potential to excel in math and science and encourage them to pursue postsecondary degrees in math and science. Program services include intensive summer training in math and science; year-round counseling; exposure to university faculty who do research in math and science; computer training; and participant-conducted scientific research under the guidance of mentors.

Geraldine Smith, 202-502-7543
E-mail: TRIO@ed.gov

International Education and Graduate Programs

Fulbright-Hays Seminars Abroad Program

The Fulbright-Hays Seminars Abroad Program aims to increase mutual understanding between the people of the United States and those of other countries through international seminars. Qualified American educators receive opportunities to participate in short-term seminars abroad. Applications for this program are accepted through the Fulbright-Hays Program.

Rosalie Gendimenico/Tanyelle Hawkins-Richardson, 202-502-7625/502-7626
E-mail: rosalie_gendimenico@ed.gov
tanyelle_hawkins@ed.gov

National Resource Centers Program and Fellowships Program for Language and Area or Language and International Studies

This program promotes, develops and improves instruction in modern foreign languages and area or international studies critical to national needs by supporting, establishing, strengthening and operating comprehensive and undergraduate national resource centers at colleges and universities.

Cheryl Gibbs (East Asia, South Asia, Middle East, Southeast Asia/Pacific Island), 202-502-7634
Karla Ver Bryck Block (Africa, International), 202-502-7632
G. Edward McDermott (Canada, North America, Russia/Eastern Europe/Central Asia, Western Europe, Latin America, Caribbean), 202-502-7636
E-mail: cheryl_gibbs@ed.gov; karla_verbryckblock@ed.gov;

Institutional Development and Undergraduate Education Programs

Robert C. Byrd Honors Scholarship Program

This program provides formula grants to states to promote academic excellence and achievement by awarding scholarships of $1,500 per year to high school seniors who have demonstrated outstanding academic achievement and who show promise of continued excellence in their postsecondary education.

Darlene Collins, 202-502-7576
E-mail: darlene_collins@ed.gov

Urban Community Service

This program awards grants of up to five years to urban colleges and universities that create community service activities that address high-priority urban needs. Services include planning, training, work force preparation, technical assistance and more.

Sarah Babson, 202-260-3472
E-mail: sarah_babson@ed.gov

Office of Vocational and Adult Education

The Office of Vocational and Adult Education (OVAE) supports a wide range of programs and activities that help young people and adults obtain the knowledge and skills they need for successful careers and productive lives.

School-to-Work Opportunities Act

In 1994, the School-to-Work Opportunities Act (STW) was signed into law. The act, administered by the U.S. Departments of Education and Labor, provides funds to states and local communities to develop STW systems. STW is an approach to education that emphasizes high academic standards and hands-on learning to impart skills. A significant part of STW is exposing participants to a broad variety of career-related events—starting with speakers and field trips in elementary school and progressing to quality worksite placements in a high school student's field of interest. The underlying goal of STW is to provide students with knowledge and skills that will encourage them to opt for college, additional technical training or a well-paying job directly out of high school.

To receive additional information, contact the STW Learning Center at 800-251-7236. You can also visit the STW Web site at http://www.stw.ed.gov or send an e-mail to stw-lc@ed.gov.

Division of Adult Education and Literacy

The division administers several programs that offer educational opportunities for certain adults. To participate, the adult must be age 16 or older and not currently enrolled in school. He or she must also not have graduated from high school and not know the skills needed to function effectively in the workplace. The Adult Education Act authorizes the following two formula grant programs: (1) the State-Administered Basic Grants Program and (2) the State Literacy Resource Centers Program. State-Administered Basic Grants are provided to state education agencies, which in turn distribute funds to local providers through a competitive process based upon state-established funding criteria. The State Literacy Resource Centers Program stimulates the coordination of literacy services and creates a network of state or regional resource centers. The division also maintains a Clearinghouse on Adult Education and Literacy. State contacts for the State-Administered Basic Grants Program and for the State Literacy Resource Centers Program are listed in the "Services and Resources" section of this book.

Ronald S. Pugsley, 202-205-8270
E-mail: ronald_pugsley@ed.gov

Division of Vocational-Technical Education

The Division of Vocational-Technical Education administers the Carl D. Perkins Vocational and Applied Technology Education Act, which provides formula grants to state education agencies to help provide vocational-technical education programs and services to youth and adults. Among the programs supported by the division is Tech-Prep education. Each state has a Tech-Prep coordinator. State Tech-Prep contacts are listed in the "Services and Resources" section of this book.

Richard DiCola, 202-205-8269
E-mail: richard_dicola@ed.gov

Tech-Prep
This program assists states in awarding planning and demonstration grants to consortia of local education agencies and postsecondary education institutions. The awards are for the development and operation of programs consisting of the last two or four years of secondary education and two years of postsecondary education, designed to provide Tech- Prep education leading to an associate degree or a two-year certificate and to provide strong links between secondary and postsecondary schools.

Gisela Harkin, 202-205-9444
E-mail: gisela_harkin@ed.gov

Division of National Programs

This division administers OVAE's national discretionary research, development and demonstration programs in vocational-technical and adult education. Through grants, cooperative agreements and contracts, the division supports activities that promote program improvement, leadership, research, capacity-building and dissemination. The division also supports the National Center for Research in Vocational Education and the National Network for Curriculum Coordination in Vocational and Technical Education. Specific information on the range of divisional program activities may be found within the *Resource Guide for Discretionary National Vocational-Technical and Adult and Literacy Education Programs*. Contacts for the center and network are listed in the "Services and Resources" section of this book.

Dennis Berry, 202-205-9650
E-mail: dennis_berry@ed.gov

New American High Schools

The New American High Schools Initiative is focused on high schools that are committed to ensuring that all students meet challenging academic standards and are prepared for college and careers. These high schools are using new instructional techniques and technology, improving professional development, and using community service and work-based experiences to enhance classroom learning and develop partnerships with employers, postsecondary institutions, community leaders and parents to enhance reform efforts. The staff at these schools are also engaged in an ongoing, thoughtful dialogue with one another and with the broader community to determine how they can better prepare all students for college and careers.

Gail Schwartz, 202-260-7242
E-mail: gail_schwartz@ed.gov

Preparing Teachers to Use Contextual Teaching and Learning Strategies to Enhance Student Success in and Beyond School

Contextual teaching and learning strategies help students make the connection between knowledge and its applications to their lives as family members, citizens and workers. These strategies focus on students as active learners and provide a wide range of learning opportunities for them to use their academic skills to solve complex, real-world problems. Teaching and learning in context emphasizes higher-level thinking, knowledge transfer, collecting and analyzing data, functioning in teams and collaborative groups, and solving challenging problems. OVAE is funding a study of contextual teaching and learning strategies.

Gail Schwartz, 202-260-7242
E-mail: gail_schwartz@ed.gov

Office of Educational Research and Improvement

The Office of Educational Research and Improvement (OERI) provides national leadership in cultivating and expanding the public's fundamental knowledge and understanding of education. Moreover, OERI aggressively promotes the application of such knowledge to improve practice in the classroom. OERI also monitors the state of education and stimulates excellence and equity in education and the achievement of the National Education Goals by spurring reform in the school systems throughout the United States. OERI accomplishes these activities through its active collaboration with researchers, teachers, school administrators, librarians, parents, students, employers and policy-makers.

OERI directs, coordinates and recommends policy for activities that are designed to accomplish the following:

- Improve the quality of education and ensure access to equal educational opportunities for all individuals.
- Conduct basic and applied research on the teaching and learning process; the economic, social and policy contexts of education; and other areas defined as high priority.
- Collect and analyze statistical data on the current condition of education and project education trends.
- Demonstrate, disseminate and adapt new knowledge and practices to various education settings.
- Support learning opportunities through libraries, the information superhighway and emerging technologies.
- Promote coordination between the Department's education research and development programs and the related activities of other federal agencies.
- Forge a national consensus with respect to a long-term agenda for education research, development, dissemination and other activities through collaborative efforts with the National Educational Research Policy and Priorities Board as well as with external constituencies.

National Educational Research Institutes

The reauthorization of OERI created five National Research Institutes focused on different topics. Each institute has been given a separate Catalog of Federal Domestic Assistance (CFDA) number. All grant programs administered by each institute are identified by the institute's CFDA number followed by an alpha. Each institute, the CFDA number identified with the institute, and each institute's phone number are listed below.

The National Institute on Student Achievement, Curriculum and Assessment
(CFDA: 84.305)
555 New Jersey Avenue, NW
Washington, DC 20208-5573
202-219-2079, Fax: 202-219-2135

The National Institute on the Education of At-Risk Students
(CFDA: 84.306)
555 New Jersey Avenue, NW
Washington, DC 20208-5573
202-219-2230, Fax: 202-219-2030

The National Institute on Early Childhood Development and Education
(CFDA: 84.307)
555 New Jersey Avenue, NW
Washington, DC 20208-5520
202-219-1935, Fax: 202-219-4768

The National Institute on Educational Governance, Finance, Policy-Making and Management (CFDA: 84.308)
555 New Jersey Avenue, NW
Washington, DC 20208-5510
202-219-2032, Fax: 202-219-2159

The National Institute on Postsecondary Education, Libraries and Lifelong Learning
(CFDA: 84.309)
555 New Jersey Avenue, NW
Washington, DC 20208-5531
202-219-2064, Fax: 202-501-3005

Field-Initiated Studies

OERI institutes administer the Field-Initiated Studies Program, which supports studies designed to meet the education research and development needs of the United States. Applicants are invited to select a topic from OERI's Research Priorities Plan. Below are the contacts for each institute's field-initiated studies.

The National Institute on Student Achievement, Curriculum and Assessment
Clara Lawson-Holmes, 202-219-2079
E-mail: clara_lawson@ed.gov

The National Institute on the Education of At-Risk Students
Beth Fine, 202-219-1323
E-mail: beth_fine@ed.gov

The National Institute on Early Childhood Development and Education
Veda Bright, 202-219-2016
E-mail: veda_bright@ed.gov

The National Institute on Educational Governance, Finance Policy-Making and Management
Duc-Le To, 202-219-2248
E-mail: duc-le_to@ed.gov

The National Institute on Postsecondary Education, Libraries, and Lifelong Learning
Delores Monroe, 202-219-2229
E-mail: delores_monroe@ed.gov

National Educational Research and Development Centers

To help improve and strengthen student learning in the United States, OERI's five research institutes support 10 university-based national education Research and Development Centers. The centers address specific topics such as early childhood education, student achievement in core academic subjects, and teacher preparation and training. In addition, most of the centers focus on the education of disadvantaged children. Many centers collaborate with other universities; many work with elementary and secondary schools. Centers may be contacted directly (see below) for a catalog of their publications and services.

Center for Research on the Education of Students Placed at Risk
Johns Hopkins University
3505 North Charles Street
Baltimore, MD 21218
410-516-8800

National Center to Enhance Early Development and Learning
University of North Carolina at Chapel Hill
Frank Porter Graham Child Development Center
Chapel Hill, NC 27599-4100
919-966-4250

National Center for Postsecondary Improvement
Stanford Institute for Higher Education Research
508 Ceras Building
Stanford University
Stanford, CA 94305-4125
415-723-7727

Center for Research on Evaluation, Standards and Student Testing
University of California, LA
Graduate School of Education
405 Hilgard Avenue
1339 Moore Hall
Los Angeles, CA 90024-1522
310-206-1530

National Research and Development Center on Achievement in School Mathematics and Science
Wisconsin Center for Education Research
1025 West Johnson Street
Madison, WI 53706
608-263-3605

National Research and Development Center on Increasing the Effectiveness of State and Local Education Reform Efforts
Graduate School of Education
University of Pennsylvania
3440 Market Street, Suite 560
Philadelphia, PA 19104-3325
215-573-0700, ext. 224

National Center for Research on Cultural Diversity and Second Language Learning
Regents of the University of California
University of California at Santa Cruz
1156 High Street
Santa Cruz, CA 95064
408-459-4114

National Research Center on the Gifted and Talented
University of Connecticut
362 Fairfield Road, U-7
Storrs, CT 06269-2007
860-486-4676

National Reading Research Center
University of Georgia
318 Aderhold
Athens, GA 30602-7125
706-542-3678

National Research Center on Improving Student Learning and Achievement in English
Research Foundation of the State of New York
University of Albany, SUNY
School of Education
1400 Washington Avenue
Albany, NY 12222
518-442-5029

National Center for Education Statistics

The National Center for Education Statistics (NCES) is the primary federal entity for collecting and analyzing data related to education in the United States and other nations. The center fulfills a congressional mandate to collect, collate, analyze and report full and complete statistics on the condition of education in the United States; conduct and publish reports and specialized analyses of the meaning and significance of such statistics; assist state and local education agencies in improving their statistical systems; and review and report on education activities in foreign countries.

The center's activities are designed to address high-priority education data needs; provide consistent, reliable, complete and accurate indicators of education status and trends; and report timely, useful and high-quality data to the Department, Congress and other education policy-makers and data users. The center includes the Office of the Commissioner and the following four divisions: Statistical Standards and Methodology, Data Development, Education Surveys, and Education Assessment.

Office of the Commissioner

The Office of the Commissioner of Education Statistics offers information about NCES plans and programs and guidance in accessing its many databases.

Maureen Tracy, 202-219-1828
E-mail: maureen_tracy@ed.gov

Statistical Standards and Methodology

The Statistical Standards and Methodology group provides state-of-the-art technical and statistical support to the center and to federal and nonfederal organizations and entities that engage in statistical work in support of the mission of NCES.

Sam Peng, 202-219-1643
E-mail: samuel_peng@ed.gov

Data Development

The Data Development group focuses the content and design of National Center for Education Statistics programs—improving analyses, distribution and use of products and increasing international activities.

Mary Frase, 202-219-1807
E-mail: mary_frase@ed.gov

Education Assessment

The Education Assessment group conceives, designs, develops, implements and reports on the National Assessment of Educational Progress (NAEP) and conducts a variety of related education assessment studies. The division gathers, analyzes and synthesizes qualitative and quantitative data on American education and related policy and background factors.

Gary Phillips, 202-219-1763
E-mail: gary_phillips@ed.gov

Education Surveys

The Education Surveys Division oversees planning, design, operations, statistical analysis, reporting and dissemination for elementary, secondary, vocational, postsecondary and library surveys. The division ensures the preservation of statistical quality and maintains liaisons with department officials, federal agencies, state and local education agencies, and postsecondary institutions; and statistical, education and library associations; and other individuals and groups concerned with national elementary, secondary, vocational and postsecondary statistics.

Paul Planchon, 202-219-1616
E-mail: paul_planchon@ed.gov

Office of Reform Assistance and Dissemination

OERI's Office of Reform Assistance and Dissemination is congressionally mandated to promote and support education reform efforts nationwide through the dissemination and application of the best available knowledge. This office administers a number of programs, including the following:

National Awards Program for Effective Teacher Preparation

The Department has developed a new awards program for effective teacher preparation programs. Applicants are asked to provide evidence that their programs prepare teachers who are effective in increasing student achievement.

Sharon Horn, 202-219-2203
E-mail: sharon_horn@ed.gov

National Awards Program for Model Professional Development

This program recognizes innovative and highly effective professional development efforts in schools and districts that have been shown to significantly improve teachers' classroom practices and to contribute to increasing student achievement.

Sharon Horn, 202-219-2203
E-mail: sharon_horn@ed.gov

Blue Ribbon Schools Recognition Program

This program identifies and nationally recognizes public and private schools that are unusually effective in meeting local, state and national goals in educating *all* of their students. Applications for this program are available from state education agencies.

Cathy Crossley, 202-219-2149
E-mail: cathy_crossley@ed.gov

Jacob K. Javits Gifted and Talented Students Education Research Center

The National Research Center on the Gifted and Talented researches methods of identifying and teaching gifted and talented students. The center undertakes program evaluations, surveys and the collection, analysis and development of information about gifted and talented programs. The program focuses on students who may not be identified through traditional assessment methods, including those who are economically disadvantaged, those who have limited English proficiency and those with disabilities.

Janet Williams, 202-219-1674
E-mail: janet_williams@ed.gov

Dwight D. Eisenhower Professional Development

The Eisenhower Professional Development Program supports projects of national significance that Secretary Riley determines will contribute to the development and implementation of high-quality professional development activities in the core academic subjects.

Carolyn Warren, 202-219-2206
E-mail: carolyn_warren@ed.gov

Eisenhower Regional Mathematics and Science Education Consortia

This program provides funding to establish and operate regional mathematics and science education consortia. The consortia disseminate exemplary mathematics and science education instructional materials and provide technical assistance to implement teaching methods and assessment tools for elementary and secondary school students, teachers and administrators. The program provides grants for 10 projects that serve multistate regions defined by statute. The consortia provide technical assistance and disseminate materials to aid states, districts and individual educators in implementing exemplary mathematics and science education programs.

Judy Collins, 202-219-2117
E-mail: judy_collins@ed.gov

Fund for the Improvement of Education

The Fund for the Improvement of Education provides funds to conduct nationally significant programs to improve the quality of education, assist all students in meeting challenging state content standards and contribute to the achievement of the National Education Goals. A wide variety of specific activities may be funded under this program.

Rebecca Kirchoff, 202-219-2138
E-mail: rebecca_kirchoff@ed.gov

21st Century Community Learning Centers

This program provides grants to rural and inner-city public elementary and secondary schools to plan, implement or expand projects that benefit the education, health, social service, cultural and recreational needs of a rural or inner-city community.

Carol Mitchell or Amanda Clyburn, 202-219-2180
E-mail: carol_j_mitchell@ed.gov or amanda_clyburn@ed.gov

Jacob K. Javits Gifted and Talented Students Education Grant Program

This program provides grants to help build a nationwide capability to meet the needs of the gifted and talented in elementary and secondary schools; to encourage the development of challenging curricula for all students; and to supplement and make more effective state and local expenditures on gifted and talented education. Projects identify gifted and talented students; develop challenging curricula; individualize instruction; involve parents in the education of their children; expand education opportunities by collaborating with business, industry, and other organizations; and provide preservice and in-service training for teachers and other school personnel.

Kelley Berry, 202-219-2096
E-mail: kelley_berry@ed.gov

Regional Technical Support and Professional Development Consortia for Technology

This program supports six consortia that conduct regional programs of professional development, technical assistance and dissemination of information resources that address the particular needs of educators and learners. The consortia use the funds for preservice and in-service training for educators, support technology planning assistance and dissemination of information and resources. The consortia identify and disseminate information on acquiring technology, finding solutions through research and development and applying technologies that improve instruction and student learning. The consortia serve both public and nonpublic schools, focusing on communities with little access to technology. No funds are provided directly to public or private schools.

Catherine Connor, 202-219-8070
E-mail: cconnor@inet.ed.gov

Star Schools Program

Star Schools provides grants to eligible telecommunications partnerships to improve instruction in mathematics, science, foreign languages, literacy skills, vocational education and other subjects. The program also serves underserved populations through the development, construction and acquisition of telecommunications facilities, equipment and instructional programming. The grants include general star schools grants, statewide grants and high school completion and adult literacy grants.

Joseph Wilkes, 202-219-2186
E-mail: joseph_wilkes@ed.gov

Office of Bilingual Education and Minority Languages Affairs

Established in 1974 by Congress, the Office of Bilingual Education and Minority Languages Affairs (OBEMLA) helps school districts meet their responsibility to provide equal education opportunities to limited English proficient (LEP) children.

A well-designed, instructional program—using a student's native language (to varying degrees) and designed and implemented at the local level—can be very effective in promoting English proficiency and subject area competence. Bilingual education programs aim to accomplish the following:

- Help LEP students master English.
- Help LEP students master challenging content in all areas of the curriculum.

The programs described below are administered by OBEMLA.

Academic Excellence Awards

This program provides discretionary grants to state education agencies, local education agencies, nonprofit organizations and institutions of higher education. It promotes the adoption and implementation of exemplary bilingual education, English as a Second Language, and other alternative instructional and professional development programs.

Mary T. Mahony, 202-205-5463
E-mail: askncbe@ncbe.gwu.edu

Bilingual Education Comprehensive School Grants

This program provides discretionary grants for schoolwide bilingual education, English as a Second Language programs, and other alternative instructional programs. Programs should reform, restructure and upgrade relevant programs and operations that serve all (or virtually all) LEP students in a particular school. Grants may be used for family education, parent outreach, curriculum development, instructional materials, improved assessment procedures, education software, tutoring and counseling, training programs that improve services to LEP students, or compensation of personnel trained to serve LEP students.

Harry Logel, 202-205-5463
E-mail: askncbe@ncbe.gwu.edu

Bilingual Education Program Enhancement Grants

This program provides grants to carry out, expand and enhance an existing bilingual education or ESL program and other alternative instructional programs for LEP students. Grantees must conduct professional development programs that improve the instruction of LEP students. Grants may also be used for family education, compensation of personnel trained to serve LEP students, curriculum development, education technology and academic or career counseling.

Ana Garcia, 202-205-5463
E-mail: askncbe@ncbe.gwu.edu

Bilingual Education Systemwide Improvement Grants

This program provides grants to improve, reform and upgrade the programs and operations of an entire local education agency to serve LEP students better. Funds may be used for curriculum development, the establishment of education standards for LEP students, improved assessment procedures, enhanced personnel policies, the reform of student grade-promotion and graduation requirements, family educational programs, instructional materials, educational technology and academic or career counseling.

Harry Logel, 202-205-5463
E-mail: askncbe@ncbe.gwu.edu

Bilingual Education Teachers and Personnel Grant

This program provides discretionary grants for the professional development of bilingual education teachers and other education personnel to improve educational services for LEP students.

Cindy Ryan, 202-205-5463
E-mail: askncbe@ncbe.gwu.edu

Bilingual Education Training for All Teachers

This program provides discretionary grants for the professional development of bilingual education teachers and other education personnel to improve educational services to LEP students.

Cynthia Ryan, 202-205-6168
E-mail: cynthia_ryan@ed.gov

Career Ladder Program

The program provides discretionary grants to upgrade the qualifications and skills of noncertified education personnel, especially education paraprofessionals. The program also helps recruit and train secondary school students to be bilingual education teachers.

Carol Manitaras, 202-205-8842
E-mail: manitaras_carol@ed.gov

Elementary School Foreign Language Incentive Program

The Department awards grants to encourage local education agencies to implement intensive foreign language programs.

Petraine Johnson, 202-205-8737
E-mail: petraine_johnson@ed.gov

Emergency Immigrant Education Program

The Emergency Immigrant Education Program provides formula grants to state education agencies to assist local education agencies that experience large increases in their student population due to immigration. Grants are used to provide high-quality instruction to immigrant children and youth to help them adjust to American society, which includes meeting U.S. challenging state performance standards expected of all children and youth.

Harpreet Sandhu, 202-205-9808
E-mail: harpreet_sandu@ed.gov

Field-Initiated Research

This program provides grants for research on effective instructional methods and other issues to enhance service to LEP students.

Alex Stein, 202-205-5713
E-mail: askncbe@ncbe.gwu.edu

Foreign Language Education

This program provides discretionary grants to local education agencies to pay for a share of the cost of innovative model programs that establish, improve and expand foreign language study for elementary and secondary school students.

Harpreet Sandhu, 202-205-9808
E-mail: sandu_harpreet@ed.gov

Graduate Fellowships Program

Provides financial assistance through institutions of higher education to individuals who are pursuing master's, doctoral or post-doctoral study that relates to the instruction of LEP children and youth in areas such as teacher training, program administration, research and evaluation and curriculum development, and dissertation research support. Fellowship recipients are required to work for a period of time equivalent to the time that they received assistance.

Joyce Brown, 202-205-9727
E-mail: askncbe@ncbe.gwu.edu

Program Development Implementation Grants

This program provides discretionary grants that support the development and implementation of new comprehensive, coherent and successful bilingual or ESL programs, as well as other special instructional programs for LEP students.

Ana Garcia, 202-205-5463
E-mail: askbcbe@ncbe.gwu.edu

State Grant Program

The State Grant Program provides discretionary grants to states and outlying areas to collect and report data on the state's LEP population and to provide technical assistance to local education agencies within the state. State education agencies may use program funds to assist local agencies with program design, capacity-building, student assessment and program evaluation.

Luis Catarineau, 202-205-9907
E-mail: luis_catarineau@ed.gov

Office of Intergovernmental and Interagency Affairs

The Office of Intergovernmental and Interagency Affairs (OIIA) functions as a liaison between the Department and its various offices; state and local governments; other federal agencies; and a wide variety of international, community and public advocacy groups concerning the president's and the secretary's education agenda. The office disseminates Department policies and promotes stronger ties between the Department and communities regarding school reform efforts. The office also provides policy guidance for several interagency and interdepartmental organizations and programs.

The Presidential Scholars Program

The Presidential Scholars Program was established to recognize and honor the nation's most distinguished graduating high school seniors. Honorees have demonstrated leadership; scholarship; outstanding contributions to their school and community; and accomplishment in the arts, sciences or other fields. Each year, the White House Commission on Presidential Scholars selects 141 scholars: one young man and one young woman from each state, the District of Columbia, Puerto Rico and U.S. students who are living abroad; 15 students at large; and 20 scholars who demonstrate exceptional skill in the arts.

Kimberly Watkins-Foote, 202-205-0512
E-mail: kimberly_watkins-foote@ed.gov

Note: For the Arts Program, write to National Foundation for Advancement in the Arts, 800 Brickell Avenue, Suite 500, Miami, Fla., 33131.

The President's Education Awards

The President's Education Awards Program consists of the following two awards: the President's Award for Educational Excellence and the President's Award for Educational Improvement. The Educational Excellence Award recognizes and rewards students who achieve educational excellence, as recognized by the school principal. The Educational Improvement Award recognizes all students, including students with special needs, who are making an outstanding effort to learn and improve in their academic subjects. The award is a certificate signed by the president, the secretary of education and the school principal. To be eligible to receive an award, a student must attend a participating school. This program is voluntary; at the principal's discretion.

Linda Bugg, 202-401-3644 or 800-438-7232
E-mail: linda_bugg@ed.gov

Services and Resources

The services and resources described in this section are administered by the U.S. Department of Education to advance research, information and communication about education issues. Some of these services directly target teachers; others primarily address local and state education agencies. Both teachers and agencies can access these services through the Internet or the phone contacts listed. This section highlights various services that may be useful to teachers as they strive to educate the nation's young people in today's challenging environment.

The Monthly Satellite Town Meeting

On the third Tuesday of each month during the school year, U.S. Secretary of Education Richard W. Riley hosts a live, interactive video teleconference for communities working to improve their schools. During the teleconference, these communities share real-life, practical solutions to education challenges and discuss ways to fulfill the Department's priorities. Interested individuals may view the meetings by going to a nearby community down link site or by watching participating local public access TV.

- Sponsored by the U.S. Department of Education and the U.S. Chamber of Commerce, the Satellite Town Meetings are hosted by Secretary Riley. National experts, community leaders and educators are the in-studio guests to share their insights and practical "how-to" advice for communities.

- Viewers call in with questions for the secretary and his guests or with examples of effective programs in their own communities.

- To take part in the Satellite Town Meeting, local educators, business and community leaders, parents and others convene at school facilities, community colleges, chambers of commerce, businesses—wherever there is a satellite dish. In many areas of the country, the Satellite Town Meeting is available live on local cable television access stations.

- Major national cable outlets, including the Discovery Channel, America's Disability Channel and Channel One, carry the Satellite Town Meeting, as do a number of state education television systems.

- Recent Satellite Town Meetings have focused on strategies for preparing young children for school, eliminating youth violence and developing school-to-career partnerships to prepare students for today's jobs. Secretary Riley's guests have included educators and community leaders from across the country, as well as President Clinton, Attorney General Janet Reno and other Cabinet officials.

To learn more about the Satellite Town Meeting, call 800-USA-LEARN.

The Partnership for Family Involvement in Education

The Partnership for Family Involvement in Education seeks to promote children's learning through the development of family-school-community partnerships. Under the motto of "Better Education Is Everybody's Business," thousands of family, school, community, employer and religious groups have come together to support student learning to high standards. These partners represent a growing grassroots movement across the country organized into the four areas described below.

Family-School Partners for Learning supports home-school partnerships and pre-service and in-service training to help teachers work effectively with families. Family partners strengthen schools through home activities, including encouraging reading, monitoring homework and making sure their children are prepared for and attend school. Families also support the program through school activities, including attending school conferences and asking for challenging coursework. School partners support families' expectations for their children's education, reach out to parents as partners, offer parents help and are accessible when parents are not available.

Employers for Learning Partners adopts family- and student-friendly business practices, such as providing leave time for staff with children to attend parent conferences and volunteer in school. The partners also provide parent training and child care services.

Community Organizations for Learning supports learning communities by creating activities for before school, after school and throughout the summer. This group's efforts help make streets safe for children and support supervised recreational activities.

Religious Organizations for Learning provides reading partners, mentors and other services from caring adults. These adults support children's learning, provide parent education programs, sponsor cultural programs, make their buildings available for organized activities and support out-of-school learning.

New members join the partnership through a sign-on statement developed by each sector's founding members. The sign-on is included in the back of this book.

Toll-Free Information Phone Numbers

800-USA-LEARN Telephone Bank—The Information Resource Center (IRC) is the public service component of the GOALS 2000 project. The IRC provides referrals, answers questions on Department of Education initiatives and disseminates information and publications to the public on an array of education issues.

Departmental Locator—The Department's Personnel Locator serves as the telephone and office directory and can be reached at **800-USA-LEARN** or **202-401-2000** within the Washington, D.C., metro area.

National Library of Education (OERI Information Office)—The Office of Educational Research and Improvement maintains a toll-free telephone line staffed by trained information specialists who field more than 40,000 requests a year for information and publications. Teachers can call this number for information about education statistics, education research information and OERI publications. The number is **800-424-1616** or **202-205-5015** within the Washington, D.C., metropolitan area.

ACCESS ERIC—The OERI funds the Educational Resources Information Center (ERIC), a national information network of clearinghouses. ERIC has the world's largest education database, which contains more than 775,000 citations to documents and journal articles. The database and ERIC document collections are housed in about 3,000 locations worldwide. To find out more about ERIC, call ACCESS ERIC at **800-LET-ERIC**.

Financial Aid Information—The U.S. Department of Education explains how to apply for student financial aid, as well as the current status of any given student's financial aid package. The toll-free number is **800-433-3243**.

Office for Civil Rights—The Office for Civil Rights collects all of its civil rights policy documents in a Policy Codification System. To ensure the broadest possible dissemination of policy documents, the Office for Civil Rights has a toll-free Policy Information Line, which enables anyone to call to request a copy of any civil rights policy document. The telephone number is **800-421-3481**. To report suspected civil rights violations, call Jerelyn Berry at **202-205-5413**.

Office of the Inspector General—The OIG provides a hotline for individuals to call to report instances of fraud, waste or abuse involving Department of Education funds or programs. Anyone having such knowledge can make a confidential call to **800-MIS-USED**.

Schools Without Drugs—Various drug abuse prevention materials, including *Growing Up Drug Free: A Parent's Guide to Drug Prevention* and *Schools Without Drugs* are available at **800-624-0100** (in the D.C. area, the number is **202-260-3954**).

Online Resources

U.S. Department of Education's Public Web site/Gopher/FTP site
Teachers with access to the Internet can view a rich collection of the Department's information at its public World Wide Web site. The following information is on the Web site:

- Fact sheets and other information on GOALS 2000, the reauthorized Elementary and Secondary Education Act, School-to-Work and the Partnership for Family Involvement in Education
- Collections of the academic standards
- Announcements of new publications and data sets
- Press releases, funding opportunities and event calendars
- General information about the Department
- Searchable staff directory and directories of effective programs
- Directory of education-related information centers
- Descriptions of Department programs
- Research findings and syntheses
- Full-text publications for teachers, parents and researchers
- Statistical tables, charts and data sets
- Pointers to all public Internet resources at Reseach and Development Centers, Regional Education Laboratories, ERIC Clearinghouses and other Department-funded institutions

AskERIC
The ERIC Clearinghouse on Information and Technology, one of the 16 subject-specific clearinghouses in the ERIC national information system, is sponsored by OERI and runs an Internet-based question and answer service called "AskERIC." Teachers, administrators, parents and community members with education-related questions may send an e-mail to askeric@ericir.syr.edu. A response is provided within 48 hours. AskERIC has also developed a computerized resource collection of frequently asked questions, lesson plans, short summaries of recent research and literature searches on popular topics. The Web site is http://ericor.syr.edu.

AskERIC Virtual Library
The AskERIC Virtual Library is an Internet site of selected resources on education and general interest topics. AskERIC has the resources to use sound, video and multimedia. Some of the contents include more than 700 lesson plans, access to the ERIC database and the full-text ERIC digests, AskERIC InfoGuides (topical guides to Internet and ERIC resources), archives of education-related listservs and remote access to other Internet sites. Access the AskERIC Virtual Library by visiting http://www.ericir.syr.edu or gophering to gopher.ericir.syr.edu. Then select North America→USA→General→AskERIC or telnet to ericir.syr.edu, anonymous (for the password, enter your e-mail address).

National Parent Information Network
The National Parent Information Network is the largest Internet resource for parents, providing high-quality information devoted to child development, child care, education and parenting. The network publishes an online newsletter for parents that contains timely information on issues of concern to parents, special reports on children by age group, and documents on relevant issues from a variety of sources. Visit: http://www.prairienet.org/htmls/eric/npin/npinhome.html.

Eisenhower National Clearinghouse for Mathematics and Science Education
This clearinghouse at Ohio State University enables K-12 educators to access a growing collection of mathematics and science material and information, such as program and curriculum resources, federal funding, evaluations and guides. A catalog is available on a CD-ROM and online at http://www.enc.org. Contact Len Sumutis, 614-292-1373.

Regional Educational Laboratory Network
Almost every one of the 10 Regional Educational Laboratories maintains a World Wide Web or gopher site containing regional information and collections of research-based information designed for use by education practitioners. Internet users can access the Lab Network through any of the labs of through a central entry point maintained by the Northwest Lab, using a World Wide Web client such as NCSA Mosaic (Web site: http://www.nwrel.org) or a gopher client (gopher to gopher.nwrel.org.por_5000).

National Institute for Literacy
The National Institute for Literacy is developing an Internet-based information and communications network. The institute's three functions are to conduct moderated discussions on literacy issues, to provide a database of existing literacy-related information that can be searched from multiple locations, and to provide a ready reference section of relevant data. The prototype is available at http://novel.nifl.gov.

National Clearinghouse for Bilingual Education
The National Clearinghouse for Bilingual Education (NCBE) is funded by the U.S. Department of Education's Office of Bilingual Education and Minority Languages Affairs (OBEMLA) to collect, analyze, synthesize and disseminate information related to the education of linguistically and culturally diverse learners in the United States. NCBE offers the following three online services for its clientele: (1) the NCBE Web site, at http://www.ncbe.gwu.edu, where users can

access a variety of materials produced by NCBE and link to many other education resources on the Internet; (2) the NCBE Gopher, at gopher.ncbe.gwu.edu, which includes information such as full-text documents and journal articles, frequently asked questions, and access to NCBE's bibliographic and directory databases; and (3) AskNCBE, at askncbe@ncbe.gwu.edu, a convenient way for e-mail users to request information and order publications from NCBE or to ask for help with NCBE's online services.

Federal Resources for Educational Excellence

Hundreds of teaching and learning resources from across the federal government are now available at one of the most popular federal Web sites for education: the Federal Resources for Educational Excellence (FREE)..

The Web site explains how partnerships between teachers and federal agencies are developing online learning modules and communities. The "Looking for Partners" page describes learning resources that can be created with a federal agency.

FREE provides easy access to learning resources from more than 35 federal agencies. At the Web site http://www.ed.gov/free, activities, lessons and resources cover unique and varying topics:

> Galileo, Mary Cassatt, Thomas Jefferson, photosynthesis, probability, immigration, poetry, Senegal, women's suffrage, the Treaty of Paris, the Amistad case, Kyrgyzstan, the Renaissance, the Great Depression, aerospace careers, geneology, epidemiology, the America Reads Challenge, sun-earth connections, the mathematics of microgravity, geology, the human genome project, social security, the Civil War, calculus simulations and thousands more.

Educators can read about the favorite *free* resources of teachers, parents and students and then describe their own.

Laura Johnson, an eighth-grade language arts and U.S. history teacher, wrote the following about a Civil War resource:

> "The Valley of the Shadow Project . . . gives students direct access to the story of the Civil War as seen by the people of two communities . . . separated by a few hundred miles and the Mason-Dixon Line. Students can access public records, maps, images, letters and diary entries, military and church records, and newspapers from both communities."

Vice President Al Gore commented on the program: "FREE provides teachers with quick access to rich educational resources on a wide range of topics. FREE is another example of the federal government's commitment to help teachers and students make the most of technology in their classrooms."

Find out what FREE all about by visiting http://www.ed.gov/free.

The Gateway to Educational Materials

The Gateway to Educational Materials (GEM) is a consortium effort to provide educators with quick and easy access to the substantial, but uncataloged, collections of educational materials found on various federal, state, university, nonprofit and commercial Internet sites.

The Gateway is easy to use. Teachers can search or browse the Gateway and find high quality educational materials from GEM consortium member sites. Eighteen types of resources—including lesson plans, activities and projects—can be found in the Gateway. When educators connect to the Gateway, they are able to do the following:

- Browse through lists organized by subject, keyword or grade/education level.
- Search by subject, keyword, title or the full text of the resource's catalog record.
- Go directly to the resource from the Gateway.

GEM began in September 1996, after the National Library of Education (NLE) Advisory Task Force directed the NLE to find ways to apply library and information science skills to help educators find lesson plans and teacher guides on the Internet.

GEM is sponsored by the U.S. Department of Education's National Library of Education and is a special project of the ERIC Clearinghouse on Information and Technology at Syracuse University.

To visit the site and browse, type the address http://www.thegateway.org. Organizations with Internet-based collections of educational resources that are interested in joining the GEM project should send an e-mail message to geminfo@geminfo.org.

A partial list of GEM consortium members: American Association of School Librarians, AskERIC Virtual Library, Big Sky Telegraph, Connecticut Education Association, Eisenhower National Clearinghouse for Mathematics and Science Education, Kentucky Education Association, Library of Congress, Microsoft Encarta, Mid-Continental Regional Education Laboratory, National Education Association, Northeast Regional Technology in Education Consortium, North Carolina Department of Public Instruction, Smithsonian Office of Education, and the Virtual Reference Desk.

More Federal Online Resources for Teachers

Executive Office of the President
The White House
Web site: http://www.whitehouse.gov

This site offers information on the executive branch of government, the White House and the first family, tours and publications. Also, audio messages from the president and vice president welcome visitors. The site provides access to White House press releases, including texts of briefings, executive orders, proclamations and remarks, speeches and major policy documents.

Executive Office of the President
Web site:
http://www.whitehouse.gov/WH/EOP/html/couples.html

This site has links to the offices of President Clinton, First Lady Hillary Rodham Clinton, Vice President Al Gore Jr. and Mrs. Gore.

Office of National Drug Control Policy
Web site: http://www.whitehousedrugpolicy.gov

Explains the duties of the office and provides information on the director.

The President's Council on Physical Fitness
Web site:
http://www.whitehouse.gov/WH/PCPFS/html/fitnet.html

This site offers contact and descriptive information on the President's Council on Physical Fitness. Information on presidential fitness partners and affiliated organizations is also included.

President's Interagency Council on Women
Web site:
http://www.secretary.state.gov/www/iacw/index.html

This site offers information on council members, a report to the president, press releases and a follow-up of the 1995 World Conference on Women in Beijing.

White House Correspondence
Web site:
http://www.whitehouse.gov/WH/EOP/html/principals.html
or
http://www.whitehouse.gov/WH/EOP/html/couples.html

This site includes a form to send via e-mail to the president or vice president.

White House Office for Women's Initiatives and Outreach
Web site:
http://www.whitehouse.gov/WH/EOP/women/OWIO/index.html

Information about the office, a newsletter and a listing of recent events are on this site.

U.S. Department of Agriculture
Web site: http://www.usda.gov

Children and Youth Family Education Research Network
Web site: http://www.cyfernet.org

This site provides links to Programs and Resources Against Violence, youth-at-risk programs, national networks for child care, family resiliency, and science and technology literacy, as well as resources and statistics for child, youth and family programs. The program is a joint effort of the U.S. Department of Agriculture and 4-H.

Forest Service
Web site: http://www.fs.fed.us

The forest service provides text files on reinvention, the Forest Service Video Library, the Grand Mesa National Forest Travel Plan Revision, news releases, the International Union of Forestry Research Organization's newsletter, *Federal Register* notice of range reform hearings, proposed rules, information on timber sales, Rocky Mountain ecosystems and the *Western Forest Health Initiative Report*.

National Agricultural Library
Web site: http://www.nalusda.gov

On this site is information on National Agricultural Library events and resources, plus links to publications and information on the new Farm Bill. The site features a staff telephone list, along with links to the library's 10 information centers: Agricultural Trade and Marketing, Alternative Farming Systems, Animal Welfare, Aquaculture, Biotechnology, Food and Nutrition, Plant Genome Data, Rural Information and Rural Health Service, Technology Transfer and Water Quality.

Natural Resources Conservation Service
Web site: http://www.nrcs.usda.gov

Visit this site for links to databases on natural resource assets—such as soil, water, air, plants and animals, including humans. The site also includes links to the National Cartography and Geographic Information System Center, National Plant Data Collection Center, National Resources Inventory, National Soil Survey Center and the Plants Information Share Fast Track. Information on various programs, including conservation partnership and volunteer programs, is featured along with technical references, news releases and organizational information.

U.S. Department of Commerce
Web site: http://www.doc.gov

Air and Space Commercialization Service
Web site: http://www.ta.doc.gov/space

This site is divided into the following sections: Remote Sensing, Positioning and Navigation, Space Transportation, Space-Based Telecommunications and Processing and Manufacturing. Trends in Commercial Space Industry are also featured.

Census Bureau
Web site: http://www.census.gov

This site offers the full text of the Privacy Act and Title 13 of the U.S. code. Also, links to POPClock Projection, information on the future population, a Census Bureau bulletin board, data services, press releases and the Census Bureau Gallery. The set also includes mailing list subscriptions to obtain tip sheets; monthly product announcements and newsletters; demographic, economic and geographic programs; and the Decennial Census, including bureau definitions. Also, international information related to population data collection is presented.

Consumer Affairs Office
Web site: http://www.doc.gov/oca

The Department of Commerce offers information on how to obtain consumer bulletins and reports, tip sheets and business education guides (text also available in Spanish).

National Oceanic and Atmospheric Administration
Web site: http://www.noaa.gov

This site includes links to press releases and the agency's offices, including the National Environmental Satellite, Data and Information Service, the National Marine Fisheries Service, the National Ocean Service, the National Weather Service, Coastal Ocean Program, Office of Global Programs, and the Office of Oceanic and Atmospheric Research. Also, satellite images of hurricanes and other items are a special feature.

National Weather Service
Web site: http://www.nws.noaa.gov

This site includes warnings and forecasts for severe weather as well as general forecasts for the entire nation.

U.S. Department of Defense
Web site: http://www.defenselink.mil

DefenseLINK, the hub of Department of Defense information, contains current press releases from the secretary of defense and the joint chiefs of staff. The site also maintains a searchable database of previous releases; Department fact sheets, including worldwide U.S. troop strength; birth outcome studies; the Persian Gulf Veterans' Coordinating Board; and information on Bosnia operations, including official photos.

Ballistic Missile Defense Organization
Web site:
http://www.acq.osd.mil/bmdo/bmdolink/html

"Making ballistic missile defense a reality" is the theme of this site. Included is information on the following programs: theater missile defense, national missile defense and advanced technology development.

Bosnia Contact Information
Web site: http://www.dtic.mil/bosnia

The U.S. Army offers directions on how to send mail to any service member stationed in Bosnia and to their families in Germany. An individual may also send mail to an unspecified service member or family.

U.S. Air Force
Web site: http://www.af.mil

This Web site provides Air Force general information, including fact sheets; organizational structure and staff, job opportunities, press releases, speeches, news briefings, news features and *Airman*; fact sheets on weapons, activities and commands; biographies of Air Force leaders; a photo archive of weapons, operations and personnel; and links to Internet servers maintained by Air Force bases, commands and laboratories. Along with historical information, the Air Force band plays various musical selections (audio).

U.S. Army
Web site: http://www.army.mil

The Army Web site provides information on applied research, artificial intelligence, base closures, aviation, electronic data exchange, the environment, military science, mounted warfare, software development, special operations, tanks and technology transfer. Additional information is included on the Army chief of staff and other personnel, the Army mission, intelligence, recruiting, Army facilities worldwide and military history.

U.S. Marine Corps
Web site: http://www.usmc.mil

This Web site profiles the Marine Corps and its history and traditions. Also, links to the Marine Corps anonymous ftp site and other Marine Corps sites and public event listings are featured.

U.S. Navy
Web site: http://www.navy.mil

This is the gateway to the following Navy online resources: the Naval Command Control and Ocean Surveillance Center and the Naval Computer and Telecommunications Center in Pensacola, Fla. Other topics online are the Navy News Service, Navy Postgraduate School, Naval Research Laboratory, Naval Surface Warfare Centers, and Space and Naval Warfare Systems Command. Search *NavyNews*, the Navy newsletter, and retrieve the latest issue, plus links to other Navy publications. Also listed are facility closings.

U.S. Naval Observatory
Web site: http://www.usno.navy.mil

This site offers information on tours of the observatory. The Flagstaff Station makes, analyzes and interprets dark sky observations and conducts research to improve the accuracy of astrometric and photometric data required to fulfill the mission of the USNO; and lists of observatory products and order forms. The astronomy section contains data sets on stars, stellar positions and information on the Navy prototype optical interferometer.

U.S. Department of Education
Web site: http://www.ed.gov

The Department site features information on its national education goals; Department guides for teachers and researchers; national initiatives, including Goals 2000 and the School-to-Work initiative; publications; press releases; a staff directory; funding opportunities; the *Chronicle of Higher Education's* electronic version, *Academe This Week*; and links to other education sites.

Educational Resources Information Center—ASK ERIC
Web site: http://www.ericae.net/search.htm

ERIC Digests
Web site:
http://www.ed.gov/databases/ERIC_databases/index

The ERIC system is a clearinghouse of education resources, including lesson plans for teachers, information on education issues, GOALS 2000 and information guides on education concepts in specific fields with expert commentary and bibliographies. The site features links to other ERIC clearinghouses.

National Center for Research on Evaluation, Standards and Student Testing
Web site: http://www.cse.ucla.edu

This site offers links to information on K-12 assessment research; information on education testing, research and development and evaluation.

National Center on Adult Literacy
Web site: http://www.litserver.literacy.upenn.edu

This site provides links to the center's research agency, current projects, publications, the Department of Education, the Literacy Technology Laboratory, and the International Literacy Institute.

National Network of Regional Educational Laboratories
Web site: http://www.ed.gov/prog-info/labs

This site includes links to a staff directory and information on the regional educational laboratories, plus links to lab sites nationwide.

Postsecondary Education Office
Web site: http://www.ed.gov/offices/OPE

This site includes links to the office of the assistant secretary for postsecondary education and to relevant programs and organizations. It also includes current student loan information and downloadable applications for federal student aid.

Project Easy Access for Students and Institutions
Web site: http://www.easi.ed.gov

Information on a collaboration among government, business and education leaders to reengineer the postsecondary education financial system is presented on this site.

School-to-Work Initiative
Web site: http://www.stw.ed.gov

The School-to-Work initiative enables businesses, community organizations and government groups to partner with students to prepare them for the job market—increasing their interest in school and learning. The site includes information on events, announcements and grant descriptions.

U.S. Department of Energy
Web site: http://www.doe.gov

Find links to the publication *DOENews*, an information network, a DOE national telephone directory, program office descriptions and information services at this site.

Argonne National Laboratory
Web site: http://www.anl.gov

This site presents an overview of the ANL and major facilities, information resources and the DOE Office of Information Technology Conference. It includes an "Ask a Scientist" section and data on virtual reality.

Alternative Fuels Data Center
Web site: http://www.afdc.nrel.gov

News items on alternative fuels utilization, biofuels, refueling sites, the Alternative Fuels Hotline and other alternative fuels topics are included here.

Brookhaven National Laboratory
Web site: http://www.bnl.gov

Emphasizing BNL scientific and technical information, this site also describes departments, including the Alternating Gradient Synchrotron; Computing and Communications; Advanced

Technology; the National Nuclear Data Center; and Safety and Environmental Protection.

Thomas Jefferson National Accelerator Facility

Web site: http://www.cebaf.gov

This site includes links to news and events, weekly project progress updates, contact information and CEBAF e-mail addresses, maps and conferences and workshops. The Physics Division includes a link to the text of the Data Acquisition System, and the Accelerator Division provides pointers to Accelerator Operation, Accelerator Physics and the Free-Electron Laser. There's also a link to currently approved experiments.

Fermi National Accelerator Laboratory

Web site: http://www.fnal.gov

This site links to the Drell Panel full report, the Science of High-Energy Physics and the Insider's Guide to lab activities. It also provides general information and schedules.

Lawrence Berkley Laboratory

Web site: http://www.lbl.gov

On this site is an overview of the LBL, plus research news and highlights, scientific programs, technology transfer opportunities, computing services, library services, publications, education programs and job vacancies.

Lawrence Livermore National Laboratory

Web site: http://www.llnl.gov

LLNL news, general information, core competency requirements, programs, projects, centers and consortia, and disciplines are on this site. Also featured is information on partnerships with the University of California, other laboratories and the private sector.

Los Alamos National Laboratory

Web site: http://www.lanl.gov

This site provides links to *LabSource*, a newsletter on the University of California's management of three Energy Department laboratories, a phone book and lists of job openings. There's also information by division and subject, and a software archive.

Mathematical, Information and Computational Sciences

Web site:
http://www.ed.doe.gov/production/octr/mics/index. html

On this site are links to the Scalable Computing Laboratory, High-Performance Computing Research Facility, Supercomputing Computations Research Institute, parallel processing, and advanced software technology and algorithms.

Oak Ridge National Laboratory

Web site: http://www.ornl.gov

This site covers research news, including partnerships with industry, schools and universities and other Department of Energy laboratories. There is also contact information for staff; a technical calendar; and employment information and research programs listed by directorates, centers and offices.

Pacific Northwest Laboratory

Web site: http://www.pnl.gov:2080

This site describes the lab and provides pointers to seminars, press releases, laboratories and electronic information.

Princeton Plasma Physics Laboratory

Web site: http://www.pppl.gov

On this site is an overview of the lab, including a description of research projects and resources.

Sandia National Laboratory

Web site: http://www.sandia.gov

This site features a description of the lab's selected projects, initiatives and facilities; the technologies database; and staff phone numbers.

U.S. Department of Health and Human Services

Web site: http://www.os.dhhs.gov

The DHHS Web site provides a range of health-related information, from facts on AIDS and cancer, to contracts and grants, to Social Security and morbidity and mortality statistics. There are links to the Catalog of Federal Domestic Assistance, which provides information on grant programs for security benefits; preventing and controlling disease and alcohol and drug abuse; conducting and supporting medical and biomedical research; and promoting child development. Policy information such as program evaluation abstracts, pending legislation and consumer information is also included.

Administration on Children and Families

Web site: http://www.acf.dhhs.gov

This site includes information promoting the economic and social well-being of children and families, such as welfare reform demonstration program information, news releases, recent policy information, staff e-mail addresses, contact information and program announcements.

Centers for Disease Control and Prevention

Web site: http://www.cdc.gov

On this site is the full text of *Morbidity and Mortality Weekly Report*, plus links to the Epi Info public-domain software program of the World Health Organization, a system for data management and public health statistics for IBM-compatible microcomputers. Other diverse topics are information on managed care organizations, vaccines necessary for travel, cruise ship sanitation, diabetes, youth tobacco addiction and healthy body weight.

National Center for Chronic Disease Prevention and Health Promotion

Web site:
http://www.cdc.gov/nccdphp/nccdhome.htm

This site is a resource for those seeking federal consumer health publications and links to health information.

National Cancer Institute/CancerNet

Web site: http://www.nci.nih.gov

CancerNet:

Web site: http://www.cancernet.nci.nih.gov

CancerNet provides information on cancer and cancer treatments, such as National Cancer Institute statements on specific types of cancer and their treatments, discussions of screening for various cancers, articles about cancer prevention and information about specific drugs. CancerLit is a database of citations from and abstracts of scholarly articles about cancer and cancer treatment.

U.S. Department of the Interior

Web site: http://www.doi.gov

General information about DOI highlights this site, plus an organizational chart, budget information, job announcements and links to various bureaus. This site also includes information on national parks, the Arctic National Wildlife Refuge and congressional testimony.

Bureau of Indian Affairs

Web site: http://www.doi.gov/bureau-indian-affairs.html

This site describes the BIA, its director and its education programs. Lists of regional offices and current press releases are also included.

Fish and Wildlife Refuge Service

Web site: http://www.fws.gov

The FWS Web site provides information on its service, mission and activities, as well as job announcements and press releases. It contains the text of the Endangered Species Act and a list of endangered species, information about duck stamps and short descriptions on selected fish species. Lists also state information on environmental contaminants, wildlife laws, wetlands and federal aid to states for wildlife and sport fish restoration.

National Park Service
Web site: http://www.nps.gov

Featured on this site is background information on NPS, plus a contact list, publications, information on individual national parks, NPS data and information on the American Civil War Battlefield Protection Plan, the National Archeological Database, and the Prairie Grove Battlefield.

U.S. Department of Justice
Web site: http://www.usdoj.gov

Community Relations Service
Web site: http://www.usdoj.gov/crs.html

General information about the DOJ and contact information for CRS offices nationwide are included on this site.

Juvenile Justice and Delinquency Prevention Office
Web site: http://www.ncjrs.org/ojjdp

This site provides information on congressional activities and the office's mission and goals, as well as links to other sites, including the Juvenile Justice Clearinghouse and the National Center for Missing and Exploited Children.

National Institute of Justice
Web site: http://www.ojp.usdoj.gov/nij

This site contains searchable NIJ directories and files on antistalking models, assessing the impact of the Dade County, Fla., felony drug court, the Children At-Risk Program, drug testing by hair analysis, the Drug Use Forecasting Program, jail boot camps, and gangs and community policing.

U.S. Department of Labor
Web site: http://www.dol.gov

The DOL site provides information about the Labor Department and the secretary of labor. There are links to media releases, regulatory information, labor-related data and grant and contract information. The labor-related data section contains the official databases of the Bureau of Labor Statistics, Mine Safety and Health Administration data on mining accidents and injury statistics from the Occupational Safety and Health Administration.

U.S. Department of State
Web site: http://www.state.gov

On this site are links to the State Department Foreign Affairs Network, speeches, travel advisories, and human rights and country reports. Also, one may click on links to the Agency for International Development and the American Foreign Service Association servers. The site includes information on the North American Free Trade Agreement.

Foreign Affairs Network
Web site: http://www.dosfan.lib.uic.edu

Links to State Department publications and major reports, treaties and other legal documents can be found on this site. The site also includes consular and travel information, general foreign policy, contact information and historical and declassified documents. The consular and travel information section has foreign travel per diem rates.

INDEPENDENT AGENCIES

Consumer Product Safety Commission
Web site: http://www.cpsc.gov

This site provides instructions for reporting an unsafe consumer product. The site includes files of press releases; public calendars; *Federal Register* notices; information for manufacturers, retailers and distributors; and instructions for receiving information from CPSC via e-mail.

National Aeronautics and Space Administration
Web site: http://www.nasa.gov

The NASA Web site offers links to NASA news, subjects of public interest, NASA's strategic plan, and other NASA strategies, policies, public affairs information, NASA online educational resources and NASA information sources by subject.

NASA Earth Observing System
Web site: http://www.eos.nasa.gov

Discover, retrieve and display documents and data about the Earth Observing System (EOS), review information on EOS issues and access the Payload Panel Report—all on NASA's Web site. Resources to be added include Algorithm Theoretical Basis

documents, the *EOS Reference Handbook,* the EOS directory, images from various satellites and airborne instruments, and cross-references to other EOS-related information servers on the Internet.

NASA Goddard Space Flight Center

Web site:
http://www.gsfc.nasa.gov/GSFC_homepage.html

This site serves as a central guide for many NASA projects and services. The NASA "Information by Subject" section connects to servers by subject category. The map links to the Web sites of NASA centers and servers of other national and international space agencies. Also included is a personnel locator, which finds addresses, phone numbers and e-mail addresses for NASA staff, as well as a "Public Affairs" section, which provides access to satellite images and information about space shuttle missions and astronauts.

NASA K-12 National Research and Education Network

Web site: http://www.quest.arc.nasa.gov

This site contains materials aimed at elementary, middle, high school and community college teachers. Information includes science lesson plans and curricular guides; guides to Internet science sources; and database, image and text files to support special NASA education projects.

NASA Kennedy Space Flight Center

Web site: http://www.ksc.nasa.gov/ksc.html

This site provides NASA's Gopher, Web and Telnet sites organized by center and project. The "Archive" section provides information about past space missions, listed by project name and mission number, shuttle missions, planetary probes, and upcoming missions. The site gives readers access to images transmitted from space, lists of mission objectives and accomplishments, and biological data about crew members. The "FAQ" section includes shuttle mission schedules, an article about becoming an astronaut, and instructions for obtaining a launch pass.

NASA Liftoff to Space Exploration

Web site: http://www.liftoff.msfc.nasa.gov

On this Web site, a visitor can locate information on Astro-2 experiments and discoveries and read the Astro-2 log and find out about the shuttle flight crew. One can also view stars, galaxies, planets and quasars in ultraviolet light.

NASA Shuttle Mission

Web site: http://www.shuttle.nasa.gov/index.html

On this site are links to experiments in the second flight of the sixth space shuttle mission, Columbia. Information on the Microgravity Laboratory, which will be used to investigate the near-weightless environment on Columbia and how it affects fluids, combustion, material structures and protein crystals is also on this site. The purpose of the investigation is to demonstrate the technology needed to further microgravity research on the shuttle and the International Space Station. Also, information on the countdown, launch, orbit, landing, crew, photos and press releases can be found here.

Smithsonian Institution

Web site: http://www.si.edu

This multifaceted site has links to the Center for Earth and Planetary Studies, the Freer Gallery of Art, the Arthur M. Sackler Gallery, the National Air and Space Museum, the National Museum of the American Indian, the Museum of Natural History and the Smithsonian photo server.

Smithsonian Center for Earth and Planetary Studies and National Air and Space Museum

Web site:
http://www.ceps.nasm.edu:2020/homepage.html

Links to servers show unusual images of the comet Shoemaker-Levy 9's collision with Jupiter and the Space Shuttle Repository and Regional Planetary Image Facility.

Smithsonian Natural History Museum

Web site: http://www.nmnh.si.edu

This site offers directories and files on botany, vertebrate and invertebrate zoology, paleontology and other biological information.

National Library of Education

The National Library of Education (NLE) is the largest federally funded library in the world devoted solely to education. The collection includes more than 200,000 books and about 750 periodical subscriptions, as well as studies, reports, Education Resources Information Center (ERIC) microfiche, and CD-ROM databases.

Collections
The library maintains a number of collections, including a **circulating collection** of books on education, management, and related social sciences published since 1965. The collection includes a **reference collection** of current dictionaries, encyclopedias, handbooks, directories, abstracts, indexes and legal and other research sources available in both print and CD-ROM. The library maintains **current and historical collections of education-related journals and newsletters** and an historical collection of state education journals. The **microform collection** includes more than 450,000 items, including major newspapers, the *Federal Register*, the Congressional Record and the complete microfiche collection of the ERIC system that includes thousands of reports on education topics. In addition, the library maintains a number of special collections. These collections include rare books, historical books, textbooks, U.S. Department of Education publications, archival materials and children's books.

Services
The library provides the following services: CD-ROM catalog including author, title and subject access to the library's collections; reference and research assistance including a 800 user service; interlibrary loan; group and individual orientation seminars to the library's services and collections; referrals to appropriate organizations, agencies, libraries, associations and individuals as additional sources of information; self-service photocopier and microform reader printers; and individual study rooms. The library brings together INET (ED/OERI's Internet site and services); the Data Product Sales Program; and the Technology Resources Center. It also works in partnership with the Educational Resources Information Center (ERIC), a program with ready access to education information nationwide.

Address/Telephone/Internet
U.S. Department of Education
National Library of Education
400 Maryland Avenue, SW
Washington, DC 20202
Reference: 202- 205-5019/5015
Circulation, 202- 205-4945
ACCESS ERIC, 800-LET-ERIC
Outside Washington Area: (800) 424-1616
Internet: www.ed.gov/NLE/aboutus.html

Secretary's Regional Representatives and Regional Offices

The Department of Education maintains 10 regional offices throughout the country. These offices represent the Department's programs and interests on a regional basis. The Secretary's regional representative (SRR) and staff conduct departmental business on myriad issues in their assigned states. At least five Principal Offices have representatives in each regional office. They include: The Office of Postsecondary Education (OPE), the Office of Special Education and Rehabilitative Services (OSERS), the Office for Civil Rights (OCR), the Office of the Inspector General (OIG), and the Office of Management (OM).

The Office of Postsecondary Education staff handle questions related to student financial assistance programs. The Office of Special Education and Rehabilitative Services staff assist constituents with rehabilitative services. Office for Civil Rights staff responds to questions about and review complaints related to civil rights issues. Office of the Inspector General staff investigates potential violations of law and conduct audits on Department-funded programs. The Office of Management has personnel offices or representatives in each of the regional offices.

Region I, Boston

(Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont)

	Room	Telephone
Secretary's Regional Representative, Jan Paschal	540	617-223-9317
McCormack PO and Court House	Fax	617-223-9324
Boston, MA 02109-4557		
Deputy Secretary's Regional Representative, Ralph Wright	540	617-223-9317
Eastern Division Enforcement Coordinator Thomas J. Hibino	222	617-223-9667
Civil Rights Office - Boston Office: Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont		
Director Thomas J. Hibino	222	617-223-9667
Program/Legal Coordinator J. Michael Burns	222	617-223-4146
Chief Civil Rights Attorney Thomas Mela	222	617-223-9679
Team I, Fannie Gaines	222	617-223-4140
Team II, Ralph Montalvo	222	617-223-9688
Team III, Ralph D'Amico	222	617-223-9700
Team IV, Elizabeth Bagden	222	617-223-9679
Team V, Carolyn Lazaris	222	617-223-9683
Special Agent in Charge, Gary E. Mathison	512	617-223-9301
Audit Branch Manager Steve Syriala	512	617-223-9300
Regional Commissioner for Rehabilitation Services		
John Szufnarowski	232	617-223-4085
McCormack PO and Court House, Boston, MA 02109-4557		
Federal Real Property Assistance Program		
Eastern Operations		
Director, Peter A. Wieczorek	536	617-223-9321
McCormack PO and Court House, Boston, MA 02109-4557		
Interagency Agreement with GSA for Personnel Service Representative		
Tom McGrath	1095	617-565-6630
O'Neill FOB, 10 Causeway Street, Boston, MA 02222		
Federal Direct Loan Client Account Management Group	341	617-565-6911
O'Neill FOB, 10 Causeway Street, Boston, MA 02222		
Area Case Director, Ralph S. Seastrom	502	617-223-9333
Training Officer, Thomas Threlkeld	502	617-223-9558
Team Leader, Rosemary Torpey	502	617-223-4306
General Information	502	617-223-9338

Region II, New York City

(New Jersey, New York, Puerto Rico, Virgin Islands)

	Room	Telephone
Secretary's Regional Representative, John Mahoney	12th Fl	212 264-7005
75 Park Place, New York, NY 10007	Fax	212-264-4427
Deputy Secretary's Regional Representative Patricia Parisi	12th Fl	212-637-6284
Regional Administrative Officer William J. Doyle, IV	12th Fl	212-637-6285
Eastern Division, Enforcement Coordinator Thomas Hibino		617-223-9667
Office for Civil Rights - New York Office - New Jersey, New York, Puerto Rico, Virgin Islands		
Director Helen N. Whitney	14th Fl	212-637-6332
Program Manager (Vacant)	14th Fl	212-637-6333
Chief Civil Rights Attorney Steven Pereira	14th Fl	212-637-6336
Special Projects Unit (Vacant)	14th Fl	212-637-6332
Team STARRT, Linda Colon	14th Fl	212-637-6288
Team D-TEEM, Yvonne Bernier	14th Fl	212-637-6298
Team ELITE, Sharyn M. Martin	14th Fl	212-637-6309
Regional Inspector General Audit Guido G. Piacesi	12th Fl	212-637-6271
Regional Inspector General Investigation Gary Mathison	12th Fl	212-264-4104
Regional Commissioner for Rehabilitation Services		
John J. Szufnarcwski (A)	12th Fl	212-637-4016
Assistant Regional Cmsnr for Program Operations		
Anthony J. LaGattuta	12th Fl	212-637-6451
Assistant Regional Commissioner for Management and Support Services		
Gennaro Iodice	12th Fl	212-637-6449
Federal Real Property Assistance Program Eastern Operations		
Director Peter A. Wieczorek	536	617-223-9321
McCormack PO and Court House, Boston, MA 02109-4557		
Personnel Management Specialist, John Riso	12th Fl	212-637-6286
Area Case Director Robert McKiernan	12th Fl	212-637-6423
Co-Team Leader William Swift	12th Fl	212-637-6418
Guaranteed Student Loan Branch Chief Ann Marie Cimino	12th Fl	212-264-8143
Team Leader Direct Loans (CAMG) Barbara Heisler Williams	12th Fl	212-264-8012
Training Officer Sandra Santana	12th Fl	212-637-6443
Regional Grants Representative Earl Williams	12th Fl	212-637-6397

Region III, Philadelphia

(Delaware, District of Columbia, Maryland, Pennsylvania, Virginia, West Virginia)

	Room	Telephone
Secretary's Regional Representative, (Vacant)	505	215 656-6010
100 Penn Square, Suite 505, Philadelphia, PA 19107	Fax	215-656-6020
Deputy Secretary's Regional Representative (Vacant)	505	215-656-6010
Administrative Officer Esther Perry	505	215-656-6013
Eastern Division Enforcement Coordinator Thomas Hibino		617-223-9667
Regional Director for Civil Rights Robert A. Smallwood	6300	215-596-6787
Office for Civil Rights - Philadelphia Office - Delaware, Maryland, Kentucky, Pennsylvania, West Virginia		
Director Brenda Wolff (A)	515	215-596-6787
Program Manager Charles N. Smailer	515	215-596-6804
Chief Civil Rights Attorney Lee A. Nell	515	215-596-6175
Team I, Joseph Mahoney	515	215-596-6170
Team II, Junius Solomon	515	215-596-6176
Team III, Myra E.Coleman	515	215-596-6172
Team IV, Brenda Johnson	515	215-205-9799
Team V, Robert Ford	515	215-596-6091
Southern Division, Enforcement Coordinator Rosetta Hillary		202-205-8668
District of Columbia Office - North Carolina, Virginia, Washington, DC		
Director Jean Peelen (A)	5074-I	202-205-8668
330 C Street, SW, Washington, DC 20202		
Program Manager Alice Wender	5070-I	202-205-9488
Chief Civil Rights Attorney Richard Foster	5068	202-205-9990
Regional Inspector General, Audit Hugh M. Monaghan	16280	215-596-0262
Regional Inspector General, Investigations Steven J. Gelfund	16280	215-596-1021
Regional Commissioner for Rehabilitation Services Ralph N. Pacinelli	16120	215-596-0317
Assistant Regional Commissioner Jeffrey M. Mitchell	16120	215-596-0318
Federal Real Property Assistance Program Eastern Operations		
Director Peter A. Wieczorek	536	617-223-9321
McCormack PO and Ct Hs, Boston, MA 02109-4557		
Personnel Management Specialist John Fidrych	1630	215-596-6459

Region IV Atlanta

(Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee)

	Room	Telephone
Secretary's Regional Representative Judith Harwood	19T40	404-562-6225
Sam Nunn Atlanta Federal Center	Fax	404-562-6520
612 Forsyth Street, SW, Suite 19T40 Atlanta, GA 30303		
Deputy Secretary's Regional Representative (Vacant)	19T40	404-562-6223
Executive Assistant Dennis Bega	19T40	404-562-6226
Public Affairs Specialist Yolanda Watson Moore	19T40	404-562-6300
Staff Assistant Jonava Solomon	19T40	404-562-6227
Office Assistant Malissa Spann	19T40	404-562-6421
Office for Civil Rights - Atlanta Office - Alabama, Florida, Georgia, South Carolina, Tennessee		
Director Gary S. Walker	19T70	404-562-6451
Program Manager Arinita Ballard	19T70	404-562-6377
Program Manager Raul Gamez	19T70	404-562-6376
Desegregation Coordinator for Civil Rights Archie Mayer	18T80	404-562-6352
Regional Inspector General for Audit Carol Lynch	18T71	404-562-6462
Special Agent in Charge Grant Purdy	18T71	404-562-6461
Regional Commissioner for Rehabilitation Services Ralph Pacinelli	1021	404-562-6327
Regional Personnel Officer Diane May	18T55	404-562-6244
Guaranteed Student Loan Branch Chief Richard Criswell	18T20B	404-562-6287
Regional Dirctor for Atlanta Collections Center Joseph Burney	19T30	404-562-6002
Contract Services Branch Chief, Freda Heppner	19T20	404-562-6055
Regional Representative for Higher Education Programs Carolyn Proctor-Kelley PO Box 1692, Atlanta, GA 30301	18T20	404-562-6514
Regional Director Direct Loans Connie Kaschub	18T20	404-562-6514

Region V Chicago

(Illinois, Indiana, Michigan, Minnesota, Ohio, Wisconsin)

	Room	Telephone
Secretary's Regional Representative Stephanie Jones	1094	312-866-8222
111 North Canal Street, Chicago, IL 60606-7204	Fax	312-353-5147
Deputy Secretary's Regional Representative (Vacant)		
Public Affairs Specialist Brent Hoffman	1094	312-886-8217
Office for Civil Rights - Chicago Office - Illinois, Indiana, Michigan, Minnesota, Ohio, Wisconsin		
Office for Civil Rights Midwestern Division Enforcement Coordinator		
Linda McGovern	1053	312-886-8434
Office for Civil Rights, Cleveland Office - Michigan, Ohio		
Director Harry Orris	750	216-522-4970
600 Superior Avenue East, Cleveland, OH 44114		
Regional Inspector General for Audit Richard Dowd	940	312-886-8647
Regional Inspector General for Investigation Rex Livengood	940	312-886-8788
Assistant Regional Commissioner for Rehab Services Administration		
Seymour Levy	1048	312-886-8629
Federal Real Property Assistance Program Eastern Operations		
Director Peter A. Wieczorek	536	617-223-9321
McCormack PO and Ct Hs, Boston, MA 02109-4557		
Regional Personnel Officer James G. Riley	1084	312-886-8795
Director, Chicago Service Center Diane Spadoni	1009	312-886-0960
Regional Grants Representative Clark Chipman	830	312-886-8769
Student Financial Assistance, Case Management		
Acting Director Douglas Parrott	830	312-886-8726
Guarantor Lender Oversight Service Northern Region		
Director Roberta Russo	830	312-886-8747
Direct Student Loan Program Director Kathleen Rehorst	830	312-886-8335

Region VI Dallas

(Arkansas, Louisiana, New Mexico, Oklahoma, Texas)

	Room	Telephone
Secretary's Regional Representative Sally H. Cain	2700	214-880-3011
	Fax	214-880-2433
1999 Bryan Street, Suite 2700, Dallas, TX 75201-6817		
Deputy Secretary's Regional Representative, Trini Garza	2700	214-880-3011
Public Affairs/ Administrative Officer, Dura C. Wilson	2700	214-880-3011
Southern Division Enforcement Coordinator, Rosetta Hillary		202-205-9799
Office for Civil Rights - Dallas Office - Arkansas, Louisiana, Mississippi, Oklahoma, Texas		
Director, Taylor D. August	2260	214-767-3959
Operations Officer, Charlene Furr	2250	214-767-3936
Chief Civil Rights Attorney, Joan Sessoms-Ford	2260	214-767-4166
Team A, Tim Blanchard (A)	2260	214-767-2474
Team B, George Cole (A)	2260	214-767-4008
Team C, John Stephens (A)	2260	214-767-2479
Team D, Sandra Stephens (A)	2260	214-767-3961
Team E, Frank Saunders (A)	2260	214-767-9437
Office of the Inspector General		
Western Area Inspector General - Operations, Douglas Ponci	2130	214-767-3826
Western Area Manager for Audit, Daniel Thaens	2130	214-767-3826
Western Area Manager for Investigation, Fred I. Kinney	2130	214-767-3361
Regional Commissioner for Rehabilitation Services, Loerance Deaver	2740	214-767-2961
Federal Real Property Assistance Program		
Western Operations, Director, David B. Hakola	2339	202-401-0506
600 Independence Avenue, SW, Washington, DC 20202-4553		
Personnel Management Specialist, Bob Wise	2110	214-767-3651
Regional Director (Reg. IV-VII) for Student Financial Assistance, Samuel Booker	2150	214-767-3811
Institutional Review Branch I, Charles Johnson	2150	214-767-3811
Institutional Review Branc II, Carl Hammack	2150	214-767-3811
Guarantor and Lender Oversight Service, Director, Lyndon Lee	2150	214-767-3811
Regional Grants Representative, Matthew Taylor	2150	214-767-3811

Region VII, Kansas City

(Iowa, Kansas, Missouri, Nebraska)

	Room	Telephone
Secretary's Regional Representative, Sandra Walker	720	816-880-4000
10220 N. Executive Hills Blvd, Kansas City, MO 64153-1367	Fax	816-891-0578
Office for Civil Rights, Kansas City Office - Iowa, Kansas, Missouri, Nebraska, North Dakota, South Dakota		
Office of Management, Human Resources Group, Barbara Mullen	9th Fl	816-880-4015
Director, Office for Civil Rights, Angela Bennett	9th Fl	816-880-4200
Civil Rights Attorney, David Alleyne	8th Fl	816-880-4206
Regional Commissioner for Rehabilitation Services, Douglas Burleigh	5th Fl	816-880-4107
Regional Director for Student Financial Assistance, Ralph A. LoBosco	9th Fl	816-880-4053
Regional Director, Office of Direct Loans, Mark C. Walsh	5th Fl	816-880-4090
7505 Tiffany Springs Parkway, Suite 500, Kansas City, MO 64153		
Regional Inspector General for Audit, William T. Allen	2nd Fl	816-880-4024
Regional Inspector General for Investigation, (Vacant)	2nd Fl	816-880-4034

Region VIII, Denver

(Colorado, Montana, North Dakota, South Dakota, Utah, Wyoming)

	Room	Telephone
Secretary's Regional Representative, Lynn O. Simons	310	303-844-3544
Federal Building, 1244 Speer Blvd, Suite 310,	Fax	303-844-2524
Denver, CO 80204-3582		
Office for Civil Rights Denver Office - Arizona, Colorado, Montana, New Mexico, Utah, Wyoming		
Western Division, Enforcement Coordinator Gary Jackson		206-220-7880
Director Lillian Gutierrez	300	303-844-4480
Program Manager Nancy Haberkorn	300	303-844-4823
Chief Civil Rights Attorney David Dunbar	300	303-844-4821
Team A, L. Thomas Close	300	303-844-4506
Team B, Linda Howard-Kurent	300	303-844-4514
Team C, Arnold Chavez	300	303-844-2006
Regional Commissioner for Rehabilitation Services		
Loerance Deaver	200	303-844-2135
1200 Main Tower Bldg.		214-880-4927
Dallas, TX 75202-4325		
Federal Real Property Assistance Program Western Operations		
Director, David B. Hakola	2339	202-401-0506
600 Independence Avenue, SW,		
Washington, DC 20202-4553		
Personnel Management Specialist, Mary Kelly	353	303-844-3864
Institutional Review Branch Chief, Harry Shriver	322	303-844-3677
Training Officer, Jacque Straub	322	303-844-3677

Region IX, San Francisco

(Arizona, California, Hawaii, Nevada, American Samoa, Guam, Trust Territory of the Pacific Islands)

	Room	Telephone
Secretary's Regional Representative Loni Hancock	205	415-556-4120
50 United Nations Plaza, San Francisco, CA 94102-4987	Fax	415-437-7540
Deputy Secretary's Regional Rep (Vacant)	205	415-556-4120
Special Assistant Charles Tooker	205	415-556-4120
Confidential Assistant Jennifer Peck	205	415-556-4120
Senior Advisor Bill Dingeldein	205	415-556-4120
Administrative Officer Ric Latorre	205	415-556-4120
Program Assistant Pearlie Herbert	205	415-556-4120
Office for Civil Rights - San Francisco Office - California		
Director Stefan M. Rosenzwieg	239	415-437-7700
Program Manager Dorothy W. Brady	239	415-437-7704
Chief Civil Rights Attorney Paul D. Grossman	239	415-437-7703
Regional Resource Group Charles R. Love	239	415-437-7700
Team A, Gale Francis	239	415-437-7711
Team B, Harry Deering	239	415-437-7701
Team C, Anna M. Taylor	239	415-437-7815
Team D, Patricia G. Shelton	239	415-437-7684
Team E, Stella Klugman (A)	239	415-437-7791
Regional Inspector General for Audit (Western Area)		
Gloria Pilotti (A)	105	415-437-7864
Regional Inspector General for Investigations (Western Area)		
Robert Gonzalez	117	415-437-7863
Regional Commissioner for Rehabilitation Services		
Gilbert Williams	215	415-437-7840
Federal Real Property Assistance Program Western Operations		
Director David B. Hakola	2339	202-401-0506
600 Independence Avenue, SW, Washington, DC 20202-4553		
Regional Personnel Officer Sharon L. Wysinger	207	415-437-7547
San Francisco Team Area Case Director James Castress	266	415-556-4295
Regional Director for San Francisco Collection Center		
Daniel E. Oppermann	250	415-487-5050

Region X, Seattle

(Alaska, Idaho, Oregon, Washington)

	Room	Telephone
Secretary's Regional Representative Carla Nuxoll	3362	206-220-7800
Jackson Federal Building	Fax	206-220-7806
915 Second Avenue, Seattle, WA 98174-1099		

Office for Civil Rights - Seattle Office - Alaska, Hawaii, Nevada, Oregon, Washington, Idaho, American Samoa, Guam, Trust Territory of the Pacific Islands

Regional School-to-Work Specialist Louise Stevens	3363	206-220-7803
Regional Public Affairs Officer Dick Devlin	3362	206-220-7808
Regional Director for Civil Rights Gary Jackson	3310	206-220-7880
Deputy Regional Director Randall Jones	3310	206-220-7888
Compliance Division Director Felix Sandoval	3310	206-200-7920
Auditor OIG James Okura	808	206-553-7615
1111 3rd Avenue, Seattle, WA 98101		
Senior Agent Investigations Jack Rye	808	206-553-7615
Assistant Regional Commissioner for Rehabilitation Services		
Richard Corbridge	2848	206-220-7840
Personnel Management Specialist Ike Gilbert	3366	206-220-7813
Student Financial Assistance		
Seattle Team Case Director Susan Browder (A)	1200	206-287-1861
1000 2nd Avenue, 2th Floor, Seattle, WA 98174		
Direct Student Loans		
Management Analyst Barry Shine		
1000 2nd Avenue, 2th Floor, Seattle, WA 98174	1200	206-287-9841

Field Services and Resources

The services described in this section are administered by regional, state or local agencies directly involved with specific U.S. Department of Education formula or discretionary grant programs. Other projects or programs listed in this section are administered by institutions of higher education or private nonprofit organizations. Each organization serves as a specific field-based contact for Department programs.

The Regional Educational Laboratory Program

The Regional Educational Laboratory Program (the "Lab Program") is the U.S. Department of Education's largest research and development investment designed to help educators, policy-makers and communities improve schools and help all students attain their full potential. Administered by the Office of Educational Research and Improvement, the program consists of 10 regional labs. These labs work to ensure that local, state and regional education improvement efforts are informed by the best research and knowledge from practice and important lessons learned about school reform at one site can be appropriately applied elsewhere.

Appalachia Educational Laboratory Inc.
(KY, TN, VA and WV)
Terry L. Eidell, executive director
PO Box 1348
Charleston, WV 25325-1348
304-347-0400
Fax: 304-347-0487
800-624-9120
TTY: 304-347-0448
E-mail: ael.info@ael.org
Web site: http://www.ael.org

Laboratory for Student Success
(DE, MD, NJ, PA and DC)
Margaret Wang, executive director
Temple University
9th Floor Ritter Annex
1301 Cecil B. Moore Avenue
Philadelphia, PA 19122-6091
215-204-3000
Fax: 215-204-5130
800-892-5550
E-mail: lss@vm.temple.edu
Web site: http://www.temple.edu/LSS

Mid-Continent Regional Educational Laboratory
(CO, KS, MO, NE, ND and SD)
Timothy Waters, executive director
2550 South Parker Road, Suite 500
Aurora, CO 80014
303-337-0990
Fax: 303-337-3005
E-mail: info@mcrel.org
Web site: http://www.mcrel.org

North Central Regional Educational Laboratory
(IL, IN, IA, MI, MN, OH and WI)
Gina Burkhardt, executive director
1900 Spring Road, Suite 300
Oak Brook, IL 60523
630-571-4700
Fax: 630-571-4716
800-356-2735
E-mail: info@ncrel.org
Web site: http://www.ncrel.org

Northeast and Islands Laboratory at Brown University
(CT, ME, MS, NH, NY, RI, VT, Puerto Rico and the Virgin Islands)
John (Phil) Zarlengo, executive director
222 Richmond Street, Suite 300
Providence, RI 02903-4226
401-274-9548
Fax: 401-421-7650
800-521-9550
E-mail: lab@brown.edu
Web site: http://www.lab.brown.edu

Northwest Regional Educational Laboratory
(AK, ID, OR, MT and WA)
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101 S.W. Main Street, Suite 500
Portland, OR 97204-3297
503-275-9500
Fax: 503-275-9484
800-547-6339
E-mail: fitchl@nwrel.org
Web site: http://www.nwrel.org

Pacific Region Educational Laboratory (PREL)
(HI, American Samoa, Commonwealth of the Northern Mariana Islands, Federated States of Micronesia, Guam, Republic of the Marshall Islands and Republic of Palau)
John W. Kofel, executive director
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1099 Alakea Street
Honolulu, HI 96813-4321
808-441-1300
Fax: 808-441-1385
E-mail: askprel@prel.org
Web site: http://www.prel.org

South Eastern Regional Vision for Education
(AL, FL, GA, MS, NC and SC)
Jack Sanders, executive director
University of North Carolina—Greensboro
PO Box 5367
Greensboro, NC 27435-5367
336-334-3211
Fax: 850-671-6020
800-352-3747
E-mail: eclark@serve.org
Web site: http://www.serve.org

Southwest Educational Development Laboratory (SEDL)
(AR, LA, NM, OK and TX)
Wes Hoover, executive director
211 East Seventh Street,
Austin, TX 78701-3281
512-476-6861
Fax: 512-476-2286
800-476-6861
TTY: 512-476-6861
E-mail: info@sedl.org
Web site: http://www.sedl.org/

WestEd (Uniting the Far West Laboratory for Educational Research and Development and the Southwest Regional Laboratory)
(AZ, CA, NV and UT)
Glen Harvey, executive director
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730 Harrison Street
San Francisco, CA 94107-1242
415-565-3000
Fax: 415-565-3012
E-mail: tross@WestEd.org
Web site: http://www.Wested.org

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Eisenhower Regional Mathematics and Science Education Consortia

The Office of Educational Research and Improvement funds the Eisenhower Regional Mathematics and Science Education Consortia, which helps educators and policy-makers improve mathematics and science education. Each regional component of the consortia works with the Eisenhower National Clearinghouse to provide technical assistance and distribute information intended to aid teachers and states in developing mathematics and science programs in accordance with state standards.

Eisenhower Regional Consortium for Mathematics and Science Education
Pam Buckley, director
1700 North Moore Street, Suite 1275
Arlington, VA 22209
703-276 -0200
Fax: 703-276-0266
E-mail: aelinfo@ael.org
Web site: http://www.ael.org/eisen

WestEd Eisenhower Regional Consortium for Science and Mathematics
Art Sussman and Steve Schneider, codirectors
730 Harrison Street
San Francisco, CA 94107-1242
415-241-2730
Fax: 415-565-3012
E-mail: jwochen@wested.org
Web site: http://www.wested.org/werc

High Plains Consortium for Mathematics and Science at McREL
John Sutton, director
Mid-Continent Regional Educational Laboratory
2550 South Parker Road, Suite 500
Aurora, CO 80014
303-632-5552
Fax: 303-337-3005
800-949-6387
E-mail: jsutton@mcrel.org
Web site: http://www.mcrel.org/hpc/index.html

Regional Alliance for Mathematics and Science Education Reform
Mark Kaufman, director
2067 Massachusetts Avenue
Cambridge, MA 02140
617-547-0430
Fax: 617-349-3535
E-mail: alliance@terc.edu
Web site: http://www.ra.terc.edu

Science and Mathematics Consortium for Northwest Schools
Ralph Nelsen, director
Columbia Education Center
171 NE 102nd Avenue
Portland, OR 97220-4169
503-760-2346
Fax: 503-760-5592
E-mail: ralph@col-ed.org
Web site: http://www.col-ed.org/smcnws

Mid-Atlantic Eisenhower Consortium for Mathematics and Science Education
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Research for Better Schools
444 North Third Street
Philadelphia, PA 19123-4107
215-574-9300, ext. 277
Fax: 215-574-0133
E-mail: mathsci@rbs.org
Web site: http://www2.rbs.org

Eisenhower Consortium for Mathematics and Science Education at SERVE
Francena Cummings, director
Southeastern Regional Vision for Education
Suite 400
1203 Governor's Square Boulevard
Tallahassee, FL 32301
850-671-6033
Fax: 850-671-6010
800-845-0476
E-mail: fdc3530@garnet.acns.fsu.edu
Web site: http://www.serve.org/eisenhower

Eisenhower Southwest Consortium for the Improvement of Mathematics and Science Teaching
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Southwest Educational Development Laboratory
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Fax: 512-476-2286
800-201-7435
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Web site: http://www.sedl.org/pitl/scimast

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Pacific Mathematics and Science Regional Consortium
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Web site:
http://www.prel.hawaii.edu/programs/ms/math-science.html

Comprehensive Regional Assistance Centers

The Office of Elementary and Secondary Education (OESE) funds the Comprehensive Regional Assistance Centers, which support schools as they engage in comprehensive school reform. Reform efforts focus on (1) improving teaching, learning and student achievement, and (2) helping schools improve the academic performance of *all* students, especially those who have traditionally been underserved by the education system. Each Comprehensive Assistance Center provides high-quality technical assistance and services to states, districts and schools to help schools achieve their goals of education reform and school improvement.

In addition, the Comprehensive Assistance Center is the single point of contact for requests for Elementary and Secondary Education Act (ESEA) services and programs. The centers also link educators to an established network of national, regional and local service providers through a coordinated effort allowing convenient "one-stop shopping;" empower school personnel to improve teaching and learning for all children; and base their work on effective practices and the latest research. The priorities of the centers are to support schoolwide programs, to help local education agencies that have the highest percentages of children in poverty, and to help all children achieve high standards.

Region I
(CT, MA, ME, NH, RI and VT)
Vivian Guilfoy, director
Education Development Center Inc
55 Chapel Street
Newton, MA 02158
617-969-7100
Fax: 617-969-4902
800-332-0226
E-mail: compcenter@edc.org
Web site: http://www.edc.org/NECAC

Region II
(New York)
LaMar P. Miller, executive director
Comprehensive Assistance Center
New York University
82 Washington Square East, Suite 72
New York, NY 10003-6680
212-998-5100
Fax: 212-995-4199
800-4NYU-224
E-mail: lamar.miller@nyu.edu
Web site:
http://www.nyu.edu/education/metrocenter/nytac/nytac.html

Region III
(DC, DE, MD, NJ, OH and PA)
Dr. Charlene Rivera, director
George Washington University
1730 North Lynn Street, Suite 401
Arlington, VA 22209
703-528-3588
Fax: 703-528-5973
800-925-3223
E-mail: r3cc@ceee.gwu.edu
Web site: http://wwwr3cc.ceee.gwu.edu

Region IV
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Pamela K. Buckley
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800-624-9120
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Web site: http://www.ael.org/cac

Region V
(AL, AR, GA, LA and MS)
Dr. Hai Tran, director
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3330 North Causeway Boulevard, Suite 430
Metaire, LA 70002
504-838-6861
Fax: 504-831-5242
800-644-8671
E-mail: htran@sedl.org
Web site: http://www.sedl.org/secac.welcome.html

Region VI
(IA, MI, MN, ND, SD and WI)
Minerva Coyne, director
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1025 West Johnson Street
Madison, WI 53706
608-263-4220
Fax: 608-263-3733
E-mail: ccvi@macc.wisc.edu
Web site: http://www.wcer.wisc.edu/ccvi/

Region VII
(IL, IN, KS, MO, NE and OK)
John E. Steffens, director
University of Oklahoma
555 East Constitution Street
Norman, OK 73072
405-325-1729
Fax: 405-325-1824
E-mail: regionVII@ou.edu
Web site: http://www.region7.ou.edu

Region VIII
Texas
Maria Robledo Montecel, executive director
Albert Cortez, site director
Intercultural Development Research Association
5835 Callaghan Road, Suite 350
San Antonio, TX 78228-1190
210-684-8180
Fax: 210-684-5389
E-mail: idra@idra.org
Web site: http://www.starcenter.org

Region IX
(AZ, CO, NM, NV and UT)
Paul E. Martinez, director
1700 Grande Court
Rio Rancho, NM 87124
505-891-5744
Fax: 505-891-5744
E-mail: pmartinez@cesdp.nm.hu.edu
Web site: http://www.swcc.nmhu.edu

Region X
(ID, MT, WA, WY)
Ethel Simon-McWilliams, executive director
Carlos Sundermann, center director
Northwest Regional Assistance Center
Northwest Regional Educational Laboratory
101 SW Main Street, Suite 500
Portland, OR 97204-3297
503-275-9500
Fax: 503-275-9625
800-547-6339
E-mail: nwrac@nwrel.org
Web site: http://www.nwrac.org

Region XI
(Northern California)
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Northern California Comprehensive Assistance Center
730 Harrison Street
San Francisco, CA 94107
415-565-3029
Fax: 415-565-3012
800-645-3276
E-mail: jcuevas@wested.org
Web site: http://www.wested.org/cc

Region XII
(Southern California)
Henry Mothner, director
Los Angeles County Office of Education
9300 Imperial Highway
Downey, CA 90242-2890
562-922-6343
Fax: 562-940-1798
E-mail: mothner_henry@lacoe.edu
Web site: http://sccac.lacoe.edu

Region XIII
(Alaska)
Bill Buell, program director
South East Regional Resource Center
210 Ferry Way, Suite 200
Juneau, AK 99801
907-586-6806
Fax: 907-463-3811
toll free: 1-888-43-AKRAC
E-mail: webmas@akrac.k12.ak.us
Web site: http://www.akrac.k12.ak.us

Region XIV
(FL, PR, and VI)
Trudy Hensley, director
Educational Testing Service
1000 North Ashley Drive, Suite 312
Tampa, FL 33602
800-756-9003
Fax: 813-228-0632
E-mail: thensley@ets.org
Web site: http://www.ets.org/ccxiv

Region XV
Hilda Heine, project director
state/territories served: Hawaii, American Samoa, Federated States of Micronesia, Guam, Republic of the Marshall Islands, Commonwealth of the Northern Mariana Islands and Republic of Palau
Pacific Resources for Education and Learning
Alii Place, 25th Floor
1099 Alakea Street
Honolulu, HI 96813-4513
808-441-1300
Fax: 808-441-1385
E-mail: askprel@prel.hawaii.edu
Web site: http://www.prel.hawaii.edu

Special Education Programs

Catalog of Captioned Educational Materials for Hearing-Impaired Individuals

The *Catalog of Captioned Educational Materials for Hearing-Impaired Individuals* provides captioned educational films and videos through a nationwide system of 54 local and regional depositories. The products are free to any school or program that is registered for the service and has at least one student with a hearing impairment.

Bill Stark, project manager
Captioned Films/Videos
Modern Talking Picture Service Inc.
1447 East Maine Street
Spartanburg, SC 29307
800-237-6213 (Voice/TDD)
TTY: 800-237-6819

Project CHOICES—Changing How We Organize: Inclusion Through Collaboration and Educational Support

Project CHOICES provides in-service training to educators who are serving or preparing to serve children and youth with severe disabilities in general education classrooms and in community settings. The training methods include (a) collaborative teaming, (b) inclusion planning teaming and (c) systemic training (improving old skills or incorporating new skills). Following training, project staff continue to offer support by providing technical assistance to education professionals, who are implementing inclusion models in their schools.

Norris Herring, professor emeritus
University of Washington
Experimental Education Unit WJ-10
University of Washington
Seattle, WA 98195
206-543-1000

Integrating Related Services into Instructional Objectives

Education professionals may watch a model demonstration of in-service training to encourage them to develop education programs reflecting the integration of related services into instructional objectives.

Bonnie Utley
University of Pittsburgh
5K01 Forbes Quadrangle
Pittsburgh, PA 15260
412-648-1998

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Consortium Research Institute on Social Relationships
This consortium institute conducts participatory research involving service providers' work with children and youth with disabilities. The goal of the research is to develop natural and environmental strategies for inclusive schools. One of the primary activities of the institute at this time is developing social portraits. Information about social portraits can be obtained through the institute.

Luanna Meyer
School of Education
150 Huntington Hall
Syracuse University
Syracuse, NY 13244-2340
315-443-9651

National Network for Curriculum Coordination in Vocational and Technical Education

The Office of Vocational and Adult Education (OVAE) funds the National Network for Curriculum Coordination in Vocational and Technical Education, which is made up of six regional curriculum coordination centers and a network of state liaison representatives. The liaison representatives provide educators with curriculum materials from the centers and assist educators in developing curriculum and instructional materials. The curriculum coordination centers serve the states and territories in their regions.

Northeast Curriculum Coordination Center
Quentin Van Buren, director
New Jersey State Department
of Education
Division of Vocational Education
Aberdeen, NJ 07747
201-290-1900

Southeast Curriculum Coordination Center
Ronda Cumming, director
Mississippi State University
PO Drawer NU
Mississippi State, MS 39762
601-325-2510

East Central Curriculum Coordination Center
Rebecca S. Woodhull, director
Illinois Curriculum Center
University of Illinois at Springfield, K-80
Springfield, IL 62794-9243
217-786-6375
E-mail: ivcc@uis.edu
Web site: http://www.uis.edu/~iscc

Midwest Curriculum Coordination Center
Julie Willcut
Director
1500 West 7th Avenue
Stillwater, OK 74074
405-377-2000

Northwest Curriculum Coordination Center
Bill Daniels
Director
Old Main, Room 478
St. Martin's College
Lacy, WA 98503
206-589-5543

Western Curriculum Coordination Center
Lawrence F.H. Zane
Director
College of Education
University of Hawaii Manoa
1776 University Avenue, UA2-7
Honolulu, HI 96844-0001
808-956-7834
E-mail: wccc@hawaii.edu
Web site:
http://www2.hawaii.edu/wccc/nncc.html

National Center for Research in Vocational Education

The National Center for Research in Vocational Education (NCRVE) is funded by the U.S. Department of Education, Office of Vocational and Adult Education, to provide teachers, administrators and policy-makers with student-centered research on a variety of crucial topics, including the integration of academic and vocational education, Tech-Prep programs, the needs of special populations, performance measures and standards, work experience and school-to-work programs. The national center also carries out implementation research and helps others translate the results of research into practice, focusing on investigating exemplary programs that can be used to illustrate "best practices."

The NCRVE maintains a consortium relationship with major teaching institutions with programs that prepare teachers and administrators in education as well as researchers, policy-makers and one major research organization. One example is the University of California at Berkeley, the lead institution; the University of Illinois; the University of Minnesota; Teachers College, Columbia University; Virginia Polytechnic Institute and State University (Virginia Tech); the University of Wisconsin; and RAND (with sites in Santa Monica, Calif., and Washington, D.C.).

David Stern, director
National Center for Research in Vocational Education
University of California at Berkeley
2030 Addison Street, Suite 500
Berkeley, CA 94720
800-762-4093
510-642-4004
E-mail: askncrve@vocserve.berkley.edu
Web site: http://www.vocserve.berkley.edu

State Directors of Adult Education

ALABAMA

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Adult Education
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50 North Ripley Street
Montgomery, AL 36130-2101
334-242-8181
800-392-8086 (Alabama only)
Fax: 334-242-2236
E-mail: macaluso@sdenet.alsde.edu
or bdees@sdenet.alsde.edu
Web site: http://www.tlrc.tamu.edu

ALASKA

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ARIZONA

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ARKANSAS

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E-mail: ghankins@worked.state.ar.us

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Web site: http://www.goldmine.cde.ca.gov

COLORADO

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CONNECTICUT

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DELAWARE

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DISTRICT OF COLUMBIA

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Center for Adult Education and Literacy
1049 U.S. 127 South, Suites 3 and 4
Frankfort, KY 40601
502-564-6624
800-928-6485
TTY: 800-928-6485
Fax: 502-564-6407
E-mail: llittlejohn@mail.stae.ky.us
Web site: http://www.state.ky.us/agencies/wforce

LOUISIANA

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Department of Education
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MAINE

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MARYLAND

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Fax: 410-333-2099
E-mail: ctalbert@msde.state.md.us
Web site: http://www.research.umbc.edu/~ira/

MASSACHUSETTS

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MICHIGAN

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E-mail: carrolls@state.mi.us

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Roseville, MN 55113
651-582-8442
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MISSISSIPPI

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State Board for Community Colleges
3825 Ridgewood Road
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601-982-6687
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MISSOURI

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Web site: http://www.161.7.114.15/opi/opi.html

NEBRASKA

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Department of Education
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State Literacy Resource Centers

The State Literacy Resource Centers, which were authorized by the National Literacy Act of 1991, are administered by the Office of Vocational and Adult Education. Congress recognized that high-quality instruction is the foundation of all education and that quality instruction is informed instruction. The State Literacy Resource Centers can help adult education practitioners across the nation find and access the most current materials in their specific issue areas.

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Web site: http://www.literacynew.org/nwclrc

Tech-Prep Education Contacts

Tech-Prep education is an alternative to the college prep course of study. The program prepares students for a highly skilled technical occupation that enables them to either enter the workplace directly as a qualified technician or continue their education—leading to a baccalaureate and other advanced degrees. Tech-Prep is a four-year sequence of study that begins in the 11th grade and continues through two years of postsecondary occupational education. Those who complete Tech-Prep receive a certificate or an associate degree. Tech-Prep is funded under two sections of the Carl D. Perkins Vocational and Applied Technology Education Act through grants to states; funding is available for in-service training for teachers to implement Tech-Prep education.

Contact the following groups to learn more about Tech-Prep:

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800-848-4815
Fax: 614-292-1260
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National Network for Curriculum Coordination in Vocational-Technical Education
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217-786-6375
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Web site: http://www.uis.edu/~iscc

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Web site: http:www.sde.state.id.us/rte/index.htm

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National Occupational Information Coordinating Committee

The National Occupational Information Coordinating Committee (NOICC) is a federal interagency committee that promotes the development and use of occupational and labor market information. Its goals are (1) to improve coordination and communication among developers and users of occupational information, (2) to help states meet the occupational information needs of vocational education and employment and training program managers, and (3) to help individuals make career decisions. The committee works with a network of State Occupational Information Coordinating Committees (SOICC), whose members represent state producers and users of occupational information. Many coordinating committee members also include representatives from higher education.

The basic NOICC/SOICC systems include the following:

Occupational Information Systems (OIS)—These state computerized databases contain mechanisms for combining multiple-source occupation and education data so that it can be understood and analyzed by a variety of audiences.

Career Information Delivery Systems (CIDS)—These computer-based systems provide information about occupations and training opportunities. The systems help individuals match personal characteristics with compatible occupations. CIDS are located at almost 19,000 sites nationwide.

NOICC also sponsors the following programs, which focus on career guidance and counseling:

The National Career Development Guidelines—These guidelines, a competency-based approach to career development, help school staff provide quality career guidance and counseling programs to students.

NOICC's Improved Career Decision Making (ICDM)— Counselors can increase their knowledge and use of labor market information in career counseling using this training program.

The Career Development Portfolio—This sequential career planning is good for use with students in grades 5 through 12 to link work-based skills to academic preparation. The guide—developed by NOICC, the American School Counselor Association, and the Maine SOICC, is being tested in five states.

National Occupational Information Coordinating Committee
2100 M Street NW, Suite 156
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Clearinghouses

An education clearinghouse is a "one-stop shop" that houses information on materials, programs, research and other resources helpful to educators. The content and services of individual education clearinghouses vary; however, most include access to databases, publications and newsletters, fact sheets, general assistance, and in some cases, curriculum materials. Clearinghouses that are funded by the U.S. Department of Education and that teachers find particularly interesting are described in the following pages.

ERIC Clearinghouses

The Educational Resources Information Center (ERIC), funded by the Office if Educational Research and Improvement, is a nationwide information network that acquires, catalogs, summarizes and provides access to extensive education information to all who are interested, including teachers, administrators, policy-makers, students and parents. The database and ERIC document collections are housed in about 3,000 locations worldwide, including most major public and university library systems. ERIC produces a variety of publications and provides extensive customer service, including "AskERIC", an Internet-based question-and-answer service. The e-mail address for AskERIC is askeric@ericir.syr.edu.

The ERIC system also includes 16 subject-specific clearinghouses which are listed below. The ERIC Processing and Reference facility and ACCESS ERIC answer questions about ERIC and directs people to the appropriate clearinghouse. For more information call ACCESS ERIC at 800-LET-ERIC (800-538-3742) or visit the Internet site http://accer@inet.ed.gov.

ERIC Clearinghouse on Teaching and Teacher Education
American Association of Colleges of Teacher Education
1307 New York Avenue, NW, Suite 300
Washington, DC 20005-4701
800-822-9229
Web site: http://www.ericsp.org

ERIC Clearinghouse on Assessment and Evaluation
1131 Shriver Laboratory (Building 075)
University of Maryland
College Park, MD 20742
301-405-7449
800-464-3742 (800-Go4-ERIC)
Fax: 301-405-8134
E-mail: feedback2@ericae.net
Web site: http://ericae.net

ERIC Clearinghouse on Education Management
1787 Agate Street
5207 University of Oregon
Eugene, OR 97403-5207
541-346-5044
800-438-8841
Fax: 541-346-2334
Web site: http://eric.uoregon.edu

ERIC Clearinghouse on Rural Education and Small Schools
Appalachian Education Laboratory
PO Box 1348
Charleston, WV 25325-1348
Shipping Address:
Appalachian Education Laboratory Inc.
1031 Quarrier Street, Charleston, WV 25301
304-347-0400
800-624-9120
Fax: 304-347-0487
TDD: 304-347-0448
E-mail: aelinfo@ael.org
Web site: http://www.ael.org/aelcntk.htm

ERIC Clearinghouse on Higher Education
One Dupont Circle, NW, Suite 630
Washington, DC 20036
202-296-2597
800-773-3742
Fax: 202-452-1844
E-mail: emiles@eric-he.edu
Web site:
http://www.eriche.org/ericinfo/contact.html

ERIC Clearinghouse on Science, Math and Environmental Education
Ohio State University
1929 Kenny Road
Columbus, OH 43210-1080
614-292-6717
800-276-0462
Fax: 614-292-0263
E-mail: ericse@osu.edu
Web site:
http://www.ericse.org/welcome.html

ERIC Clearinghouse on Adult, Career and Vocational Education
Center on Education and Training for Employment
The Ohio State University
1900 Kenny Road
Columbus OH 43210-1090
614-292-7069
800-848-4815, ext. 2-7069
Fax: 614-292-1260
TTY/TDD: 614-688-8734
E-mail: ericacve@postbox.acs.ohio-state.edu
Web site: http://ericacve.org/

ERIC Clearinghouse on Urban Education
Institute for Urban and Minority Education
Box 40 Teachers College
Columbia University
New York, NY 10027
212-678-3433
800-601-4868
Fax: 212-678-4012
Web site: http://eric-web.tc.columbia.edu/about.html

ERIC Clearinghouse on Elementary and Early Childhood Education
University of Illinois at Urbana-Champaign
Children's Research Center
51 Gerty Drive
Champaign, IL 61820-7469
800-583-4135 (voice/TTY)
217-333-1386
Fax: 217-333-3767
E-mail: ericeece@uiuc.edu
Web site: http://ericeece.org/

ERIC Clearinghouse on Social Studies/Social Science Education
ERIC/CHESS
2805 East Tenth Street, Suite 120
Bloomington, IN 47408-2698
812-855-3838
800-266-3815
Fax: 812-855-0455
E-mail: ericso@indiana.edu
Web site:
http://www.indiana.edu/~ssdc/eric_chess.htm

ERIC Clearinghouse on Reading English, and Communication
Indiana University
Smith Research Center, Suite 140
Bloomington, IN 47408-2698
812-855-5847
800-759-4723
Fax: 812-856-5512
Web site: http://www.indiana.edu/~eric_rec/

ERIC Clearinghouse on Counseling and Student Services
University of North Carolina at Greensboro
School of Education
201 Ferguson Building
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800-414-9769
Fax: 336-334-4116
E-mail: ericcass@uncg.edu
Web site: http://ericcass.uncg.edu/

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University of California, Los Angeles
Los Angeles, CA 90095-1521
800-832-8256
E-mail : ericcc@ucla.edu
Web site:
http://www.gseis.ucla.edu/ERIC/eric.html

ERIC Clearinghouse on Languages and Linguistics
Center for Applied Linguistics
4646 40th Street, NW
Washington, DC 20016-1859
202-362-0700
800-276-9834
Fax: 202-363-7204
E-mail: eric@cal.org
Web site: http://www.cal.org/ericcll

ERIC Clearinghouse on Disabilities and Gifted Education
The Council for Exceptional Children
1920 Association Drive
Reston, VA 20191
800-328-0272 (Voice/TTY)
E-mail: ericec@cec.sped.org
Web site: http://ericec.org/

ERIC Clearinghouse on Information and Technology
Syracuse University
621 Skytop Road, Suite 160
Syracuse, NY 13244-5290
315-443-3640
800-464-9107
Fax: 315-443-5448
E-mail: eric@ericir.syr.edu
Web site: http://ericir.syr.edu/ithome

The National Clearinghouse on Professions in Special Education

The National Clearinghouse on Professions in Special Education, funded by the Office of Special Education and Rehabilitation Services, is designed to encourage students to seek careers in the various fields related to educating children and youth with disabilities and to help professional personnel seeking employment in these areas.

The clearinghouse collects and disseminates information on the current and future needs of special education and related services personnel. It also disseminates information on career opportunities in special education, networks among local and state agencies concerning positions and personnel, and provides information and technical assistance on standards for personnel preparation.

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1920 Association Drive
Reston, VA 22091
703-264-9482
800-328-0272

National Information Clearinghouse on Children Who Are Deaf-Blind

The purpose of the National Information Clearinghouse on Children Who Are Deaf-Blind is to connect and broaden the existing technical assistance and dissemination activities.

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National Clearinghouse on Postsecondary Education for Individuals with Disabilities

This clearinghouse, which is funded by the Office of Special Education and Rehabilitative Services (OSERS), is an information exchange service on education support resources, policies, procedures, adaptations and opportunities on university campuses, at vocational-technical schools, in adult education programs and in independent living centers.

The clearinghouse has targeted students with disabilities, along with their parents, advisers and advocates, for dissemination of its information.

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National Information Center for Children and Youth with Disabilities

The National Information Center for Children and Youth with Disabilities, funded by OSERS, provides free information and technical assistance to families, professionals, caregivers, advocates, agency staff and others who are helping children and youth with disabilities become participating members of the community. NICHCY offers databases, various publications, updated fact sheets, briefing papers and parents' guides.

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Eisenhower National Clearinghouse for Mathematics and Science Education

OERI's Eisenhower national clearinghouse for mathematics and science (ENC) collects, catalogs and disseminates K-12 curriculum materials and resources in mathematics and science. The Eisenhower Clearinghouse publishes a catalog that is available through the toll-free number—800-362-4448—as well as on the Internet at http://www.enc.org. The clearinghouse provides teachers with many extra services, including a technical help desk and reference service, publications and 12 demonstration sites located throughout the nation. The Eisenhower National Clearinghouse collaborates with existing regional and national networks and coordinates its demonstration site activities with the Eisenhower Consortia.

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1929 Kenny Road
Columbus, OH 43210-1079
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Fax: 614-292-2066
E-mail: info@emc.org
Web site: http://www.emc.org

National Clearinghouse for Alcohol and Drug Information

The National Clearinghouse for Alcohol and Drug Information (NCADI) is a central source of information about alcohol and drugs. The clearinghouse offers publications, fact sheets, posters and videotapes. NCADI is cosponsored by the U.S. Department of Education, the Center for Substance Abuse Prevention, and the Department of Health and Human Services.

National Clearinghouse for Alcohol and Drug Information
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National Clearinghouse for Bilingual Education (NCBE)

The National Clearinghouse for Bilingual Education is funded by the U.S. Department of Education, the Office of Bilingual Education and Minority Language Affairs, to provide practitioners with information on the education of limited English proficient students. The clearinghouse compiles information on materials, programs, research and other resources that can help educators meet the challenge posed by the complex and changing education needs of language minority students in U.S. schools.

The NCBE provides information through its online services, which include a Web site, a gopher, and a Listserv. These services provide access to information about materials, support services, funding opportunities and other resources related to the education of limited English proficient students. The clearinghouse maintains three searchable databases: the Bibliographic Database, the Resources Database, and the Publishers Database.

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